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Outdoor Education 30

Locally Developed Course



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Saskatoon Public Schools



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Introduction

The following Outdoor Education locally developed course is available to teach in all of the SPSD Collegiates with the exception of the online school.

This course is designed to provide students with the opportunity to learn how to be safe and comfortably active in the outdoors, in various seasons, locations, and situations. Students will participate in a variety of outdoor activities and experiences (ex. cross country skiing, canoeing, hiking, cycling, etc.) that allow them to gain the skills, knowledge, and attitudes necessary to be safe, comfortable, and respectful in their natural environments. Out of school excursions will provide students with authentic opportunities, in which to construct and apply their knowledge, skills, and abilities, with consideration for the cultural perspectives of Indigenous and non-Indigenous people. This course is activity based, and encourages student involvement at all stages and levels, focusing on building confidence, competence, leadership, and problem solving abilities. Focus will be in the areas of Outdoor Living and Pursuits, Leadership and Teamwork, Environmental Sustainability, Risk Management, Functional Fitness, and Nutrition. Time will be spent researching, analyzing, learning, practicing, applying, and sharing the skills needed to be safe, comfortable, and competent in out of school activities and excursions. The goal of this course is to develop culturally competent and engaged citizens, who have a lifelong passion for, and connection and commitment to, the outdoors. The course will guide students in the exploration of identity, culture, and the concept of place, and is meant to be actualized through local community cultures, contexts, and environments.

Broad Areas of Learning

The Provincial Goals of Education are expressed through the Broad Areas of Learning. Outdoor Education 30 will contribute to the achievement of these goals by supporting students in gaining understandings, abilities, and attitudes, as lifelong learners and engaged citizens, and in developing a sense of self, community, and place.

Lifelong Learners

Students who are engaged in their learning will build the skills and dispositions necessary to become lifelong learners. Perseverance in the face of challenge, the development of a growth mindset, and participation in authentic, real life learning experiences, will allow students to gain the confidence, competence, skills, and strategies that are necessary to continue advancing as self-directed, motivated, and engaged lifelong learners. Students will explore and construct knowledge, skills, and attitudes independently, and as part of collaborative groups, as they gain understanding and appreciation for Western and Indigenous worldviews, perspectives, knowledge, and ways of knowing.

Sense of Self, Community, and Place

Through participation in authentic and experiential learning experiences, in both the natural and constructed worlds, students will explore connections to place, and the influence of place, on individual and group identity. Students will gain a positive sense of identity, as they build on previous knowledge, skills, and experiences, and will construct new knowledge, understanding, and appreciation for, the diversity of beliefs, languages, and practices of the Indigenous people of Saskatchewan.

Engaged Citizens

In developing the skills, abilities, and attitudes necessary to become engaged citizens, students will gain an awareness of their roles and responsibilities, in the sustainability of their local and global environments. Students will commit to making positive change in these areas, in an effort to achieve balance in the natural and constructed worlds. Students will act as advocates for themselves and others, who may not have a voice.



Cross-Curricular Competencies

The Cross-Curricular Competencies are interrelated, and are intended to support the achievement of the Broad Areas of Learning.

Developing Thinking

This competency addresses how people make sense of the world around them, in order to construct knowledge. Honouring the learners' culture, and their previous knowledge, skills, and perspectives, is the base by which to initiate new learning, inquiry, and exploration. Students will engage in contextual and creative thinking, reflection, and reasoning, as they participate in authentic experiential learning activities. Students will explore cultural influences on worldview, and ways of knowing, with a specific emphasis on Indigenous cultures in Saskatchewan, and they will evaluate their own place and role, within changing local and global communities.

K-12 Goals:

- Think and learn contextually
- Think and learn creatively
- Think and learn critically

Developing Identity and Interdependence

Students will construct their identity as an individual, and as part of a group, through participation in their natural and constructed environments, with consideration for culture, and prior knowledge, skills, and experiences. Experiential learning, or "learning by doing", allows students to challenge themselves in ways not available in traditional settings, as they have to rely on their own skills, and the skills of others. This fosters both a sense of community, and builds confidence in their own abilities.

K-12 Goals:

- Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)
- Understand, value, and care for others
- Understand and value social, economic, and environmental interdependence and sustainability

Developing Literacies

Literacies involve the development of ways of knowing, being, and doing that allow students to understand, and to critically evaluate the world, and which foster their abilities to communicate their understandings to others. This includes interrelated skills, strategies, and understandings, which allow students to fully and equitably participate in a variety of roles and contexts, in their natural and constructed environments. Focus will be on environmental, physical, and cultural literacy, but will include aspects of other literacies as well.

K-12 Goals:

- Construct knowledge related to various literacies
- Explore and interpret the world using various literacies
- Express understanding and communicate meaning using various literacies

Developing Social Responsibility

Social responsibility involves students' abilities to make positive contributions to their physical, social, and cultural environments. Students will accomplish this through active participation and knowledge construction, as individuals and as part of a group (ex. peers, teachers, elders, knowledge keepers, and other community members and leaders), in the achievement of shared goals.

K-12 Goals:

- Use moral reasoning processes
- Engage in communitarian thinking and dialogue
- Take social action



Aims and Goals

Aims

The aim of the Outdoor Education 30 course is to enable students to develop the knowledge, skills, competence, and confidence needed to lead lifelong healthy, active, and environmentally sustainable lifestyles, in their natural environments. The course will immerse students in relevant, authentic, and challenging experiential activities, in and out of the school, in order to stimulate students' intrinsic interest, motivation, and engagement in learning. These experiences will empower students, by providing them with some control, and self-direction, over their learning (ex. context, topic, place, method, etc.), and will teach them to persevere in the face of challenge. Students will develop individual and group problem solving skills, and will examine personal and group identity. This will be done within the context of place, and with a focus on the exploration of local Indigenous culture, knowledge, perspectives, and influence, on the past, present, and future in Saskatchewan.

Focus will be on constructing knowledge, through participation in activities and experiences, in the areas of: Outdoor Living and Pursuits, Leadership and Teamwork, Environmental Sustainability, Nutrition, Risk Management, and Functional Fitness, within the framework of place, culture, and identity (self and others).

Goals

Goals are broad statements identifying what students are expected to know, and be able to do, upon completion of study in a particular subject area.

The 6 strands of the course (Outdoor Living and Pursuits, Leadership and Teamwork, Environmental Sustainability, Risk Management, Nutrition, and Functional Fitness) are meant to be interwoven, and achieved alongside one another. This is to be done through interconnected and holistic learning experiences, where students learn and apply the necessary skills and understandings in authentic and real life scenarios, within the themes of place, culture, and identity. Below are the goals of each strand.

Outdoor Living Pursuits - Explore and demonstrate the knowledge, skills, abilities, and attitudes necessary for survival in a variety of situations and environments.

Leadership and Teamwork – Build individual self-concept and confidence, demonstrate respect for the perspectives of others, and develop collaborative abilities, and strong interpersonal relationships.

Environmental Sustainability - Explore opportunities for learning provided through, from, and with the land, and analyze how individual and group actions impact the natural environment.

Nutrition – Examine the role of place, and its impact on nutrition, and apply principles of nutrition to excursions in various environments, seasons, and situations.

Risk Management – Assess, plan, and address the elements of risk in activities and excursions, through prevention and preparedness.

Functional Fitness – Develop the attitudes and abilities needed to lead a lifetime of physical activity and fitness, through active participation in course experiences and excursions.



Course Context

The intent of this course is to use students' individual and group needs, along with the local cultures and environments, to guide the direction of the course. All of the course outcomes are meant to be integrated and interwoven, addressing multiple outcomes, in authentic and holistic learning experiences and assignments. As a result, the actualization of this curriculum may be different with each implementation, but should remain grounded in the context of place, culture, and identity.

Place - This course is meant to take a place based approach to learning, by accessing local environments and resources, such as knowledge keepers, community leaders, and elders, in order to share, and build knowledge together with the students. Experiential learning, in the community, and in the surrounding natural environments, is to be prioritized in the actualization of the curriculum goals. **Depending on where you are on the land, you need to access and speak to the local Nation or Nations in the early stages of planning and teaching of this course.**

Culture - Indigenous culture, content, and perspectives (ways of knowing and being), should be infused throughout all aspects of the course, in order to help Indigenous students to see themselves in the learning, and to help non-Indigenous students understand the experiences and cultures of Indigenous people in Saskatchewan. This includes the necessity to develop and access community partnerships (ex. Local leaders, elders, and knowledge keepers), and to make connections with families.

Identity - Student prior experience, knowledge, and culture are valued sources of information, and should be honoured, accessed and built on, in meeting the course outcomes. This may mean that the course looks different for individual students within the class, and in implementation from year to year. Personal exploration may be guided by the questions: Where do I come from? Who am I? What is my purpose? How am I shaped?

Integration of Place, Culture, and Identity - Outdoor Education 30 is supported by accessing local Knowledge Keepers and Elders both in the planning and implementation stages of the course, for both teacher and student learning.

Sample Experience: In the writing of the curriculum outcomes and indicators, traditional knowledge keeper, Patti Yuzicappi Buffalo from Whitecap Dakota First Nation was consulted, in order to provide specific knowledge through stories from her own experiences. This was done through an invitation to share knowledge, and began with a smudge and prayer to her relatives to provide the knowledge needed, and was acknowledged with a gift of tobacco. Patti shared personal experiences and traditions from her nation, such as the importance of sweet grass, which is often used as decoration in other cultures. Patti described decoration with sweet grass as disrespectful in her traditions, to illustrate the point that local communities will differ, and should be directly consulted about their own beliefs and traditions. Ceremonies were also described, such as the womanhood ceremony, a powerful cleansing ceremony for girls as they become women, which included stories of making medicine bundles, and explaining the role of turtle in fertility. Girls are taught to pray to the plants when they collect them, and to explain why they are taking them and what they will be used for, in order to ensure sustainability, and to provide proper acknowledgement for all of nature. For example, when collecting berries, it is important to recognize the animal nations that also access the berries, and to acknowledge that humans are not more important than the animals. Key learnings from this experience include the need to access and bring together local Elders and Knowledge Keepers to share information with students, as well as the importance of both students and teachers feeling comfortable to ask questions in order to gain understandings (for example, the significance of the tobacco).



Outcomes and Indicators

Outcomes – Outcomes define what a student is expected to know, and be able to do, at the end of a grade or secondary level course (Saskatchewan Ministry of Education. *Renewed Curricula: Understanding Outcomes*).

Indicators – Indicators are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers will accept, to determine the extent to which students have achieved the desired learning results. The set of indicators for an outcome determine the intent of the outcome, tell the story of the outcome, and define the levels and types of knowledge intended by the outcome. Indicators are not a checklist or prioritized list of instructional activities or prescribed assessment items (Saskatchewan Ministry of Education. *Renewed Curricula: Understanding Outcomes*).



Outcomes and Indicators

Outdoor Living and Pursuits

30.1 Demonstrate the knowledge, skills and attitudes necessary, for safety and survival, in a variety of situations, environments, and seasons.*

**Outcomes in this curriculum are not meant to be taught in isolation, but rather integrated through authentic place-based experiences. Outdoor Living and Pursuits should serve as the vehicle through which other outcomes are explored.*

Sample topics for 30.1 and 30.2

1. **Camping/Survival Skills** - Front vs backcountry, trip selection, route selection, site selection, hygiene, etc.
2. **Fire Building** - Fuel sources, methods, tools, etc.
3. **Equipment Selection and Maintenance** – Clothing selection and care, materials (ex. fleece vs wool), waterproofing, footwear, survival gear, etc.
4. **Shelters** – Tents, quinzhees, snow pits, traditional vs technology, etc.
5. **Packs and Daypacks** – Necessary vs optional equipment, etc.
6. **Sleeping** - Environments, seasons, conditions, equipment, etc.
7. **Environmental Sustainability** – Leave no trace, trail impact, waste and water disposal
8. **Warmth Management** – Heat loss & production (convection, conduction, evaporation, radiation, perspiration), hypothermia, frostbite,
9. **Nutrition** – Accessibility, cultural influences, traditional methods, seasons, trip length, preparation, menu planning, fire vs stove, hydration/dehydration, etc.
10. **Navigation** - Map reading, compass skills, star guides, tracking, pacing, etc.
11. **Transportation** – Methods, past vs present, tradition vs technology, pacing, routes, etc.
12. **Wildlife Management** – Prevention, etc.
13. **General Skills** – Knives, saws, hatchets, knots, ropes, etc.
14. **Hazards** – Weather, land, water, etc.

- a. Investigate, and analyse, the knowledge, skills, attitudes, and methods that are necessary for safe and comfortable outdoor experiences, within a particular topic, and in a variety of environments and seasons.
- b. Demonstrate, and/or apply, the knowledge, skills and attitudes necessary for safe and comfortable outdoor experiences, in a variety of environments and seasons.
- c. **Describe relationships between culture and connection to the land**, and explain how culture plays a part in skill and knowledge acquisition. For example, what role does your personal background and experience play? (Ex. narrative and oral storytelling, etc.).
- d. **Determine differences and similarities between traditional cultures, in order to define a multiplicity of ways to know.** (Ex. Determine local traditional cultural groups and organize presentations)
- e. Evaluate information, regarding the knowledge and skills necessary for safe and comfortable outdoor experiences, for accuracy, validity, quality, completeness, and applicability. Consider how traditional methods have been replaced, or have evolved to remain relevant?
- f. Evaluate Western and Indigenous knowledge and methods to live off the land, and for survival, in the past and present (ex. opportunities to learn from community members such as hunters, trappers, fishermen, etc.).
- g. Explore the necessary equipment for safety and survival in a variety of environments, conditions, and seasons.
- h. Compare and contrast equipment for factors such as cost, performance, practicality, simplicity, sustainability, environmental impact, and portability.
- i. Debate the positive and negative impacts of technological advancements, in outdoor and survival equipment, techniques, and methods (ex. GPS vs maps vs star navigation, natural shelters vs tents, etc.).
- j. Explore commonalities and differences between the equipment, skills, values, and attitudes, of people that live off of the land, as compared to people accessing the land for recreation and leisure (Ex. Transportation, Northern Lifestyles class).



Outdoor Living and Pursuits Continued

30.2 Actively and appropriately participate in outdoor activities and excursions, in a variety of environments, situations, and seasons.

(Ex. camping, cycling, canoeing, kayaking, hiking, cross country skiing, snowshoeing, swimming, archery, angling, rock climbing, etc.)

- a. Demonstrate and apply the knowledge, skills, and attributes necessary for safe, comfortable outdoor experiences, in a various situations, environments, and seasons.
- b. Actively participate in a variety of outdoor activities and excursions, in various environments and seasons, demonstrating good judgement, and situation appropriate skills, knowledge, and preparation.
- c. Participate in, and develop, skills for a variety of outdoor activities and active transportation methods, focusing on minimal environmental impact.
- d. Demonstrate an awareness of, and respect for, individual and group skills, knowledge, and ability levels.
- e. Understand and use proper protocol to invite and gain knowledge from local male and female elders. (Ex. Smudging, presentation of tobacco, acknowledgements, traditions and ceremonies, etc.)
- f. Examine the cultural significance of seasons and seasonal events (ex. summer and winter solstice, equinox, etc.).



Leadership and Teamwork	
30.3 Demonstrate respect and appreciation for self, and for others and their perspectives.	<ul style="list-style-type: none"> a. Identify how culture, background, and past experiences, have contributed to individual perspectives. Seek a variety of sources of self-knowledge, including traditional knowledge, to support a healthy, balanced life. (Ex. Sweats, etc.) b. Demonstrate understanding of how colonial perspectives impact current Indigenous identities. (Ex. the 60's scoop, residential school experiences, Indian Act etc.) c. Explore the commonalities and differences between the worldviews of self and others, and recognize the need for a variety of perspectives. d. Value, respect, and appreciate the contributions of self, and others, to group tasks. (Ex. Establish a group process to celebrate the strengths and gifts of each individual classmate). e. Demonstrate understanding, awareness, and respect for the consequences of actions on self and others.
30.4 Solve problems and make effective decisions independently and cooperatively in authentic scenarios.	<p><i>Personal</i></p> <ul style="list-style-type: none"> a. Analyze personal strengths and weaknesses, including their applications and limitations, in individual and group work. b. Develop and apply individual problem solving and decision making skills, while participating in course activities and excursions. c. Follow through on individual commitments, roles, and responsibilities to the group (ex. Provision of food and equipment, and completion of tasks). <p><i>Group</i></p> <ul style="list-style-type: none"> d. Examine group strengths and weaknesses, to determine how they can be best applied to collaborative decision making and problem solving. e. Demonstrate teamwork and cooperation as a productive group member. f. Participate in group problem solving and decision making during daily activities and while on excursions.



Environmental Sustainability	
<p>30.5 Determine how individual and group actions and viewpoints impact natural environments (ex. conserve, restore, sustain).</p>	<ul style="list-style-type: none"> a. Assess and plan to manage the impacts of individual and group actions (conserve, restore, sustain), on environments that are accessed (ex. trail maintenance, site selection, waste and water disposal, etc.). b. Analyse the influence of worldview on attitudes towards environmental responsibility and sustainability. c. Analyse the interconnectedness of nature (humans, animals, insects, and plants). For example, understanding the importance of acknowledgement, explanation (why you are taking it), and leaving a gift (ex. Tobacco or water), before taking anything from nature. d. Select, analyse, and share an ecological, environmental, or social awareness issue, and its impact.
<p>30.6 Explore how natural environments provide opportunities for learning through, from, and with the land.</p>	<ul style="list-style-type: none"> a. Reflect on how culture, background, and previous experience affect perspective, actions, and responsibility to place, and to the natural environment. b. Share knowledge and experiences gained from, or connected to place, and elaborate on how they have contributed to personal growth and development. c. Identify and explore connections to place, and to the natural environment, and resulting responsibilities for their sustainability (ex. ethics of taking care of where you play, “pick one and leave two”, or leave roots when collecting plants in order to ensure their sustainability, etc.) d. Acknowledge different cultural perspectives and knowledge, including Indigenous perspectives, regarding the sacredness and interconnectedness of the environment. (Ex. Observation of animals as a guide for when to pick certain plants to be used as medicine)
<p>30.7 Demonstrate environmentally sustainable actions.</p>	<ul style="list-style-type: none"> a. Execute environmentally sustainable outdoor living skills and participation, during daily trips and excursions. (Ex. site selection, leave no trace, stay on trails to prevent damage and widening, etc.). b. Determine and method of low impact transportation, to and from school and course activities, and utilize it when possible. c. Evaluate different lifestyles, and ways of being on the land, in terms of their environmental sustainability. d. Formulate and implement a plan to raise awareness of, and/or effect change on, a local ecological, environmental, sustainability, or social issue.



	<p>e. Evaluate and participate in local efforts to raise awareness of ecological, environmental, or social concerns.</p>
<p>Nutrition</p>	
<p>30.8 Examine the role of “place” in accessing nutritious food. (Ex. geographical location, historical setting, culture, etc.)</p>	<p>a. Examine the importance of traditional Indigenous methods and knowledge to the sustainability of the environment and food sources. (Ex. Use of all parts of plant and animal, lack of waste, etc.)</p> <p>b. Analyse cultural influences on nutrition, including the preparation, preservation, traditions, and celebrations around food. (Ex. Demonstrate a variety of methods for seed collection and preservation, etc)</p> <p>c. Describe how food can be used as medicine, and investigate the variety of uses of certain plants, depending on the culture. (Ex. consider the collection, preparation, and application processes)</p> <p>d. Discuss the implications of location (ex. rural vs urban), environmental responsibility, and financial limitations, when planning for proper nutrition.</p> <p>e. Identify natural food sources that are available in various environments, as well as traditional methods for obtaining food such as the collection of tobacco seeds, sage, grains, and berries, etc. (Ex. Methods may include hunting, fishing, gathering, foraging, trading, etc.)</p>
<p>30.9 Investigate and apply nutrition and hydration principles in various environments, conditions, and seasons.</p>	<p>a. Analyse nutritional requirements for various activities, weather conditions, environments, and excursions.</p> <p>b. Research and apply appropriate food preparation, preservation, packing, and clean-up methods. (Ex. consider traditional food preparation observance, such as having a clear and focused mind in the preparation of food for those you care about)</p> <p>c. Create, and execute, appropriate and nutritious meal plans for excursions. (Ex. Follow the Canada Food Guidelines, or other reputable sources).</p> <p>d. Assess the meal plans of others for proper nutritional requirements (ex. Canada Food Guide, macronutrients, portion size, portability, ease of preparation, preparation for leave no trace, etc.).</p> <p>e. Research, implement, and evaluate a variety of methods to access clean water while also acknowledging the connection of water to all life.</p> <p>f. Analyze the importance of hydration, and apply this knowledge during activities and on excursions, through proper preparation and implementation, to ensure the</p>



	hydration of self and others. (Ex. Water filtration systems, amount, timing, etc.).
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Risk Management	
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<p>30.10 Determine, assess, and then plan to prevent and address, elements of risk in outdoor activities and excursions.</p>	<ul style="list-style-type: none"> a. Explore the steps needed to plan for a safe trip, in a variety of environments, situations, and seasons. Consider the steps for risk assessment, prevention, and management (Ex. individual and group needs/limitations/morale, weather, daylight, regrouping procedures, pacing, lead and sweep responsibilities, estimating travel time, anticipating obstacles, etc.). b. Demonstrate competence in trip safety preparation, prevention, and planning, and execute these skills in class activities and on excursions (ex. Trip/route planning, prevention and avoidance, allergies, pacing, regrouping, heat loss (body & shelter), emergency procedures, contact information, alternate plans, etc.). c. Examine and explain how culture, prior skill and experience, and identity can effect perception of risk. d. Evaluate and plan appropriate responses to a variety of emergency scenarios, in different seasons, and environments. Take into consideration factors such as group composition, environmental conditions, trip length, illness/injury, equipment, preparation and training, as well as weather, land, water, and wildlife hazards, etc. e. Investigate traditional methods for trip preparation and supplies. (Ex. Natural methods of sunscreen, mosquito repellent, burn ointment, etc.) f. Identify common plants that may cause irritation (Ex. poison Ivy, poison oak), and discuss traditional ways to prevent harm and treat symptoms.
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<p>30.11 Apply planning and risk management knowledge and skills in daily participation, and on excursions.</p>	<ul style="list-style-type: none"> a. Demonstrate safe and responsible participation in daily course activities. (Ex. take preventative measures, consider individual and group abilities, follow safety procedures, pay attention to pacing and regrouping processes, etc.). b. Develop, and then apply, the skills necessary to recognize, assess, and respond to emergency situations, through participation in training and realistic scenarios (ex. Wilderness First Aid, water safety and rescue, CPR, dehydration, hypothermia, heat exhaustion, terrain, weather conditions, wildlife, etc.). c. Demonstrate an awareness and understanding of surroundings at all times, while participating in activities and excursions.
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	<p>d. Design a comprehensive emergency plan for a specific activity or excursion. Include how to prevent, assess, and respond to emergency situations, taking into consideration available equipment, personnel, location, and environmental conditions.</p>
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Functional Fitness

<p>30.12 Develop positive attitudes toward lifelong physical fitness and activity, while gaining or maintaining, an appropriate level of fitness for excursions, through participation in course activities and excursions.</p>	<ul style="list-style-type: none"> a. Investigate and determine what types and levels of fitness are necessary for a variety of outdoor activities and excursions, and then design and implement a plan to achieve the necessary fitness levels in one of these areas. b. Actively participate in independent and group physical and fitness activities, in a variety of environments, seasons, and weather conditions. c. Gain/maintain an appropriate level of fitness, for class activities and excursions, through participation in independent and/or group physical and fitness activities. d. Compare and contrast the benefits (ex. physical, psychological, social, environmental, and spiritual) of physical fitness and activities, in indoor vs outdoor environments, or traditional vs alternative activities and environments. e. Develop the physical skills, abilities, understandings, and attitudes necessary to safely and competently participate in out of school excursions. f. Willingly engage in self-selected fitness and physical activities. g. Willingly choose to use self-propelled transportation in a variety of seasons, environments, and weather (ex. road/mountain biking, cross country skiing, swimming, hiking, canoeing, etc.).
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Sample Questions for Inquiry

Outdoor Living

- When might skill and experience surpass equipment during survival situations?
- What role does my culture and previous experience play in my construction of knowledge, skills, and attitudes?
- Why is a connection with the land important?

Leadership and Teamwork

- What are my strengths and weaknesses as a leader in individual and group problem solving?
- Why are my personal and social skills important?

Environmental Responsibility

- How does my personal experience (background, culture, etc.) influence my experiences in, and relationship to, the natural environment?
- What are my obligations to the land, and why are they important?
- How are my actions sustainable or unsustainable uses of the land?
- How can I be an advocate for protection of the land?

Risk Management

- How can I determine what might be risky?
- When might the riskiest choice be the best choice?
- How does my personal experience (prior experiences, background, culture, etc.) affect my perception of risk?

Nutrition

- What are the consequences of not planning for proper nutrition on an extended excursion? How well would certain foods fuel me during outdoor excursions, and how convenient are they to pack, carry, and prepare?
- What are traditional foods that can be found on the land, and when are they available?

Functional Fitness

- How might personal fitness level hinder my ability to complete an activity or excursion? How can I prevent this?
- How can I predict the fitness levels that I will need, and then plan to be prepared?



Assessment and Evaluation

“Effectively planned assessment and evaluation promotes learning, builds confidence, and develops students’ understanding of themselves as learners” (Saskatchewan Ministry of Education, 2010, p. 16). Assessment and evaluation are crucial aspects in student learning. The Saskatchewan Ministry of Education (2010) defines assessment as, “the act of gathering information on an ongoing basis in order to understand individual students’ learning and needs” (p. 16), and evaluation as, “the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting time” (p. 16). Based on these definitions, assessment must be specific, planned, continuous, and derived from the curriculum outcomes. Assessments should be responsive to student needs, by informing future teaching and learning activities. Assessment should also be used as a formative tool, to provide students with useful and relevant feedback that they can immediately apply, as they develop the skills, knowledge, and attitudes necessary to demonstrate achievement of the course outcomes.

In planning assessments, expectations for achievement, learning, and behaviour, must be clear in advance, and may be co-constructed between the learner and the educator. As this course is experiential, learning will often take place through doing, and multiple opportunities to practice and apply skills are necessary. Multiple opportunities to demonstrate learning should be provided, as failure will provide opportunities for growth, and the construction of new knowledge. Learning from one’s mistakes, is a skill that will help students to cultivate a growth mindset, which will contribute to their development as lifelong learners and critical thinkers, who see effort as the key to success, and who are able to persevere in the face of adversity.

A backwards by design model should be used to develop learning activities and assessments, based on the outcomes of the course. Outcomes should first be clarified, in terms of what the students are expected to know and be able to do at the end of the course, and then appropriate assessments should be developed to measure this learning. What is acceptable as evidence of learning, must be clear and specific, before appropriate learning activities can be developed. Indicators provide examples of ways that students can demonstrate the achievement of an outcome, and the degree to which they achieve it. Indicators can be used to plan learning activities that provide students with opportunities to develop the required knowledge, skills, and attitudes. Multiple and varied assessments should be used throughout the course, and should be representative of the levels of the outcome that they are designed to assess.

**It is important to note that not all indicators are of the same depth, breadth, or level, therefore teacher judgment is needed to choose indicators, and to design learning activities, at the appropriate level.*

Evaluation, and summative assessment of learning, should occur at the culmination of activities, and should only represent the students’ final level of achievement. Formative assessments, used throughout the learning process, should not be included, unless they are representative of the students’ final knowledge, skills and attitudes attained.

For more information on assessment and evaluation, please visit the Saskatchewan Ministry of Education (2010) “Renewed Curricula: Understanding Outcomes” document at:
https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf

The varying contexts and environments of outdoor education, and the experiential aspect of the course, lends itself to differentiation, which allows the teacher to vary the instructional approaches, learning environment, and supports for



individual students. While all students need to achieve the course outcomes, the adaptive dimension is central to the course, as students can take a variety of paths to meet the outcomes.

Course Integration

Integrated Programs

In order to provide more in-depth, authentic, and holistic learning experiences, this course may be integrated with a variety of other courses in the province. This would allow the flexibility for more out-of-school learning experiences, in the natural and constructed environments, as well as a greater ability to access local leaders, resources, and partnerships, in the school community. If integrated courses are scheduled back to back, in a traditional secondary school schedule, a prolonged block of time will be provided that is essential for extended learning, without impacting student attendance in other courses. Integration also provides for more interdisciplinary and relevant learning experiences, as students make connections between subject areas, throughout the exploration and development of skills and knowledge in real world situations. Recommended courses for integration include, but are not limited to: Physical Education 20/30, Environmental Science 20, Leadership 30, Active Living and Fitness leadership 20/30, Native Studies 20, and Wildlife Management 10, 20, 30.

An Effective Program

Course Rationale

This course is designed to provide students with opportunities to learn how to be safe, competent, and confident, when active in the outdoors. The students will gain skills in the areas of outdoor living and pursuits, leadership and teamwork, nutrition, risk management, functional fitness, and environmental sustainability. A primary focus will be on students developing and practicing the skills needed for out-of-school activities and excursions. Active transportation and risk management will also be emphasized, with a specific focus on aquatic skills, water rescue, and cycling. The fitness component will be used to ensure that students are capable on out-of-school excursions, highlighting self-propelled travel, such as biking, cross country skiing, swimming, hiking, and canoeing. Experiential learning opportunities will provide students with the chance to learn, and to apply their skills, in authentic and/or real life scenarios. The holistic and interconnected nature of the course will allow students to integrate skills and knowledge, from a variety of areas, and will focus on their exploration of identity, culture, and place, in their local communities.



Appendix A - References and Resources

Canoeing, Kayaking, and Sailing

1. Paddle Canada – www.paddlecanada.com
2. Saskatoon Canoe Club - <https://saskatooncanoeclub.org/panopoly/courses>
3. Saskatoon Rowing Club - <http://www.saskatoonrowingclub.com/>
4. Saskatoon White water Kayak Club - <https://saskwhitewater.wordpress.com/2009/04/14/kelsey-kayak-club-program/>
5. Kelsey Kayak Club - Saskatchewan Polytechnic – www.saskpolytech.ca
6. Saskatchewan Sailing Club Association – sasksail@sasktel.net
7. Classic Outdoor Sea Kayaking – www.classicoutdoors.ca
8. Coldspring Paddling Instruction – <http://coldspringpaddling.com>
9. Eb's Source for Adventure - <https://ebsadventure.com/>
10. Canoe Launches
 - Fred Heal Canoe Launch
 - Poplar Bluffs Canoe Launch
11. Saskatoon Canoe Ponds
 - Erindale Lake in John Avant Park
 - Stonebridge Lake on Assaly St.

Cross Country Skiing

1. Saskatoon Nordic Ski Club - <http://www.saskatoonnordicski.ca/>
 - Holiday Park Golf Course
 - Wildwood Golf Course
 - Meewasin trails
 - Beaver Creek – Chip's Lodge
 - Eb's Trails

Cycling

1. City of Saskatoon Information for Cyclists and Safety Videos - <https://www.saskatoon.ca/moving-around/cycling/information-cyclists>
2. City of Saskatoon Cycling Guide - <https://www.saskatoon.ca/sites/default/files/documents/web2016cyclingguide.pdf>
3. Saskatchewan Cycling Association - <http://saskcycling.ca/wp/>
4. Northern Bush Rastas Mountain Bike Club - <http://nbrcycling.ca/>
5. Bike Shops – Bruce's Cycle Works, Bike Doctor, Bike Universe, Outtabounds, Doug's Spoke and Sport

Indigenous Connections

1. Aikenhead, G., & Michell, H. (2011). *Bridging culture: Indigenous and scientific ways of knowing nature*. Toronto, ON: Pearson Canada Inc.
2. *Dakota and Lakota Traditional Food and Tea: Teachings from Elder Lorraine Yuzicapi*. (2011).
3. SPSP Curriculum blog re: First Nations Inuit and Métis <http://schools.spsd.sk.ca/curriculum/blog/category/fnim-content-and-perspectives/>
4. SPSP First Nations Inuit and Métis Action Plan <https://www.spsd.sk.ca/division/FNIMeducationunit/Documents/FirstNationsInuitandMetisEducationACTIONPlan2012to2015.pdf>
5. Gray, L. (2011). *First Nations 101: Tons of stuff that you need to know about First Nations people*. Vancouver, BC: Adaawx.



Lesson Plans, Methods, and Theory
<ol style="list-style-type: none"> 1. Bunting, C. (2006). <i>Interdisciplinary teaching through outdoor education</i>. Windsor, ON: Human Kinetics. 2. Clark, C. (n.d.) <i>All aboard: A book about leadership and group work</i>. 3. Ewert, A.W., & Sibthorp, J. (2014). <i>Outdoor adventure education: Foundations, theory, and research</i>. Windsor, ON: Human Kinetics. 4. Gair, N.P., (1997). <i>Outdoor education theory and practice</i>. London: Cassell. 5. Gilbertson, K., Bates, T., T McLaughlin, and Ewert, A. (2006). <i>Outdoor education: methods and strategies</i>. Champagne, IL: Human Kinetics. 6. Prouty, D., Panicucci, J., & Collinson, R. (Ed.). (2007). <i>Adventure education: Theory and applications</i>. Windsor, Ontario: Human Kinetics. 7. Redmond, K., Foran, A., & Dwyer, S. (2010). <i>Quality lesson plans for outdoor education</i>. Windsor, Ontario: Human Kinetics. 8. Wagstaff, M., & Attarian, A. (2009). <i>Technical skills for adventure programming: A curriculum guide</i>. Champagne, IL: Human Kinetics.
Locations (Saskatoon and Area)
<ol style="list-style-type: none"> 1. Wanuskewin Heritage Park - https://wanuskewin.com/ 2. Meewasin Trails Authority - http://meewasin.com/ <ul style="list-style-type: none"> • Beaver Creek Conservation Area • Meewasin Valley Trail Map - http://meewasin.com/assets/upload/resources/meewasin-trail-brochure-5245e80239ba2.pdf • Meewasin River Map - http://meewasin.com/assets/upload/resources/RiverEcocanoeGuide-Mapshigh-complete.pdf • Meewasin Northeast Swale - http://meewasin.com/assets/upload/resources/2016%20Meewasin%20Northeast%20Swale%20BrochureFor%20Web.pdf • Cranberry Flats Conservation Area • Saskatoon Natural Grasslands 3. Chief Whitecap Park 4. SPSD Brightwater Science, Environmental, and Indigenous Learning Centre - http://www.spsd.sk.ca/Schools/brightwater/Pages/default.aspx
National and Provincial Government Resources
<ol style="list-style-type: none"> 1. Ministry of Parks, Culture, and Sport - Government of Saskatchewan <ul style="list-style-type: none"> • Reserve-a-site: http://www.saskparks.net/Reserve-a-Site • Outdoor education programs: Sonnet McGuire, Outdoor education program coordinator, Ministry of Parks, Culture, and Sport, Government of Saskatchewan. www.saskparks.net sonnet.mcguire@gov.sk.ca (306)-953-3571
Nutrition
<ol style="list-style-type: none"> 1. SaskMilk - http://www.saskmilk.ca/ 2. Canada's Food Guide - http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php
Place-Based Learning
<ol style="list-style-type: none"> 1. Wattchow, B., & Brown, M. (2011). <i>A pedagogy of place</i>. Clayton, Australia: Griffin Press.
References
<ol style="list-style-type: none"> 1. ParticipACTION. (2015). <i>The biggest risk is keeping kids indoors</i>. The ParticipACTION Report Card on Physical Activity for Children and Youth. Retrieved from the ParticipACTION website: http://www.participaction.com/sites/default/files/downloads/Participaction-2015ReportCard-FullReport_4.pdf 2. Saskatchewan Ministry of Education. (2010). Renewed curricula: Understanding outcomes. Retrieved from Ministry of education Website https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf 3. Environmental and Outdoor Education Curriculum Alberta, Retrieved from https://www.education.alberta.ca/media/3114964/eoed.pdf



References Continued
<p>4. SPSD Out-of-School Education Concept Plan (2002) https://spslearn.spsd.sk.ca/centraloffice/C/OoSED/Shared%20Documents/Out%20of%20School%20Ed%20Concept%20Plan.pdf</p>
Resources (Other)
<p>1. Eb's Source for Adventure – www.ebsadventure.com 2. Sask Outdoors - http://saskoutdoors.org/ - free online teacher resources 3. Knots - http://www.animatedknots.com/ <ul style="list-style-type: none"> Bowline Knot, Half Hitch, Trucker's Hitch, Clove Hitch, Highwayman's Hitch 4. Wilderness Bush Craft Skills - Colin Frey – renewedbynature@sasktel.net</p>
Safety and Risk Management
<p>1. Wilderness and Remote First Aid – Back40 Training and Everyday first aid - https://www.facebook.com/everydayfirstaidtraining 2. Bear Safety - <i>The "Bare" Campsite Program</i> - Parks Canada, www.pc.gc.ca 3. Hypothermia - <i>Baby it's Cold Outside (BICO)</i> – awareness and educational program about hypothermia and cold injuries- Government of Canada- www.BICOrescue.com <ul style="list-style-type: none"> Cold assessment tool - http://bicorescue.com/images/BICO_Hypothermia_Card_En_Web.pdf 4. Adventure Smart – land, water, winter, and trip planning https://www.adventuresmart.ca/ <ul style="list-style-type: none"> Sample trip plan preparation and information: <ul style="list-style-type: none"> i. https://www.adventuresmart.ca/images/NSS_AdventureSmart-Brochure_TP_En-c.pdf ii. https://www.adventuresmart.ca/images/NSS_AdventureSmart-Brochure_TP_En-c.pdf 5. St Johns Ambulance Official Wilderness First-Aid Guide – Wayne Merry 6. Canadian Red Cross – First Aid and CPR Manual - https://products.redcross.ca/product/778/canadian-red-cross-first-aid-cpr-manual-english-certification-cards-not-included 7. Canadian Lifesaving Manual - http://www.lifesavingsociety.com/</p>
SPSD Documents and Forms
<p>1. SPSD Portal – Athletics/Out of School – Guidelines and Forms – for documents, guidelines, and resources for planning camping, canoeing and outdoor excursions https://portal.spsd.sk.ca/sites/aos/guidelines/Pages/default.aspx</p> <p>Guidelines</p> <ul style="list-style-type: none"> Camping Handbook 1997 Canoe Instruction Guidelines 2001 Student Travel Guidelines 2009 Cycling Guidelines 2011 Waterfront Guidelines – updated 2010 Plan a Safe Canoe Trip Guidelines - 1997 SPSD Physical Education Program: Safety Guidelines - http://www.spsd.sk.ca/division/adminproceduresmanual/Documents/AP%20211%20Physical%20Education%20Program%20Safety%20Guidelines%20October2005.pdf <p>Forms</p> <ul style="list-style-type: none"> Canoe Trip Registry Out of School Excursions - General Form Out of School Excursions – Authorization Form Out-of-School Excursions – Specific Permission Form http://www.spsd.sk.ca/Schools/brightwater/teacher/secondaryteachers/Documents/SPS-Out-of-School-Permission-Form-Template.pdf <p>2. SPSD Severe Weather Procedures - https://spslearn.spsd.sk.ca/divisionsites/ECP/Shared%20Documents/Severe%20Weather.aspx</p>



Appendix B – Sample Parent Letter and Permission Form

Dear Parent/Guardian:

Your child has chosen to take the Outdoor Education 30 course this semester. This course is designed to provide students with the opportunity to learn how to be safe and comfortably active in the outdoors, in a variety of locations, situations, and seasons. Students will participate, and progress through, a variety of outdoor activities and experiences (ex. Cross country skiing, canoeing, hiking, cycling, etc.), which will provide them with opportunities to gain the skills, knowledge, and attitudes necessary to be safe, comfortable, and respectful, in their natural environments. Out of school excursions will provide students with real life opportunities, in which to construct and apply their knowledge, skills, and abilities, with consideration for cultural perspectives of Indigenous and non-Indigenous people. This course is activity based, and encourages student involvement at all stages and levels: building students' confidence, competence, leadership, and problem solving abilities. Focus will be in the areas of outdoor living, leadership and teamwork, environmental sustainability, risk management, functional fitness, and nutrition.

Transportation to activities and excursions will be through alternative forms, such as walking, running, cycling, etc., or will be provided by bus, teachers, or other chaperones. **Students are not permitted to drive themselves to any venue.** If a student must arrive late, or leave early, a parent/guardian will need to transport the student. Please communicate with the teacher ahead of time, to make alternate arrangements, when needed.

The school will provide canoes, paddles, PFDs, and cross country skis, but students will be responsible to supply their own personal gear and equipment for trips. The school has a few camp stoves that can be loaned to the students. Detailed packing lists will be provided before trip dates.

Students will also need access to a well maintained bicycle. When cycling, students must wear an approved bike helmet, wear bright/reflective clothing, and follow all safety guideline and rules of the road. Due to the safety implications of large group cycling, students will often travel in small groups or partners and meet at the class location for the day.

Attendance is a crucial to ensure proper preparation, skill development, and safety in the course. Students must attend all of their classes consistently, and be in good academic standing, in order to take part in the major excursions.

Potential Activities and Trips: Weight training and Fitness Activities, Canoeing, Kayaking, Sailing, Hiking, Biking/Maintenance/Safety, Snowshoeing, Cross Country Skiing, Wall Climbing, Swimming, Triathlon Training, CPR/Basic First Aid, Aquatics/Rescue, Ice Games, Archery, Scuba Diving (\$30), etc.

Potential Out of School Excursions

1. **Saskatchewan River Day Trip**
2. **Camping/Canoe Trip –Blue Heron Provincial Park @ Anglin Lake**
3. **Winter Camp @ Blue Mountain**

*Note: Itineraries will be sent out prior to each major excursion.

**Note: Course Fees are \$ ____ * (*this does include food for excursions) Please contact us if you need to make alternate arrangements or a payment plan

If you have any questions please contact us by email at _____ or call the school.



	Parent/Guardian	Student
Name(s)		
Email:		
Cellphone #:		
Home #: Work #:		
Student Health Card #		
Family Doctor & Phone #		
Do you have any medical or emotional conditions that the instructors should be aware of? Please provide details in the space below.		
Are you currently taking any medication(s)?		
List any allergies (including food allergies).		

I give permission for my son/daughter _____ to participate in all course activities and trips associated with Outdoor Education 30 at _____. I understand that transportation to venues will be provided by bus, teacher/parent chaperone, or through alternative forms such as walking, running, cycling, etc.

Parent/Guardian Signature

Parent/Guardian Printed Name

Student Signature

Student Printed Name

Date

Date

**On the back of this page please list any other information that you feel is relevant to your child's health and well-being in this course



Appendix C – Sample Packing Templates

Sample Daypack Checklist	
<ul style="list-style-type: none"><input type="checkbox"/> Water Bottle (filled)<input type="checkbox"/> Hat with a brim<input type="checkbox"/> Sunglasses<input type="checkbox"/> Sunscreen<input type="checkbox"/> Lip Balm<input type="checkbox"/> Gloves<input type="checkbox"/> Rubber Gloves (canoeing)<input type="checkbox"/> Toque<input type="checkbox"/> Insect Repellant<input type="checkbox"/> Personal First Aid Kit (bandages, blister pads, medication, triangles)<input type="checkbox"/> Extra set of Clothing (in a dry bag)<input type="checkbox"/> Toilet Paper & trowel in Ziploc bag	<ul style="list-style-type: none"><input type="checkbox"/> Camera (optional)<input type="checkbox"/> Durable Rain Jacket & Pants<input type="checkbox"/> Illumination (headlamp, flashlight)<input type="checkbox"/> Fire Starter (waterproof matches)<input type="checkbox"/> Snacks & Extra Food<input type="checkbox"/> Extra Garbage Bags & Ziploc bags<input type="checkbox"/> Map & Compass<input type="checkbox"/> Water Filter<input type="checkbox"/> Rope/Para cord<input type="checkbox"/> Watch<input type="checkbox"/> Signaling Device (ex. Whistle)<input type="checkbox"/> Axe or Hatchet<input type="checkbox"/> Tarp



Sample Winter Camping Gear List

Clothing

- Base Layer: wicking long underwear AND undershirt (ex. Merino wool, polypropylene)
- Mid Layer: insulating jacket/vest/ AND pants (ex. Fleece)
- Outer Layer: wind/waterproof outer layer – jacket and pants
- 2 pairs Liner socks (ex. Polypropylene) AND 2 pairs Heavy socks (ex. Wool blend of fleece)
- Extra sets of dry clothing for camp and sleeping
- Insulating hat or headband
- Face mask/neck tube or balaclava
- 2 pairs Liner gloves/mittens (fleece, polypropylene or wool) AND Over mittens (water-proof)
- Goggles/sunglasses
- Waterproof winter boots with liners

****DO NOT BRING COTTON - Cotton loses its insulating qualities when it gets wet from rain, sweat, etc. Cotton also takes a long time to dry out. **Choose wool and synthetic materials**

Equipment

- Daypack *See daypack checklist
- 4 season tent (optional) - snow or tent stakes and guylines, footprint, tent pole repair sleeve,
- Tarp and/or emergency reflective blanket
- Sleeping bag (liner optional)
- Stuff sack or compression sack
- Sleeping pad (ex. Thermoreast or layers of cardboard)
- Sit upon (an issue of the newspaper sealed in plastic bag)
- Pillow or pillow case to stuff (optional)
- Illumination – lantern, headlamp, or flashlight (and extra batteries)
- Signalling Device - mirror (often on compass) & Whistle
- Collapsible Snow shovel (one per group)
- Notebook and pen or pencil
- Fire Kit – matches or lighter, waterproof container, fire starter, candles
- Repair kit and tools (provided by supervisor) - Knife or multi-tool and Duct tape strips
- Navigation - Map, compass, GPS, permits, guidebook, Cell or satellite phone
- Toboggan for an emergency vehicle

Personal Items

- Toiletry kit – toothpaste, toothbrush, toilet paper in a plastic bag, hand sanitizer
- Personal medication
- Sun protection - Sunscreen, lip balm, sunglasses
- Personal First aid kit – Band-Aids, rubber gloves, triangle bandages, Polysporin, etc.
- Tie downs or rope
- Trip itinerary left with friend or family member (or under car seat)

Food Preparation Equipment

- Cook set – frying pan and large pot with lid to cook &/or melt snow
- Stove & fuel (1 per 3-4 people)
- Lighters
- Sealable containers
- Food sacks or bags for storage
- Utensils: rubber scraper, cooking spoon, spatula, slotted spoon
- Water bottles or bags (collapsible)
- Water purification system (filters &/or tablets)
- Individual Dish set – bowl, plate, cup, fork/spoon/knife



Sample Packing List

<p>Personal Items</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biodegradable soap and shampoo <input type="checkbox"/> Small towel <input type="checkbox"/> Comb/brush <input type="checkbox"/> Unscented deodorant <input type="checkbox"/> Toothpaste <input type="checkbox"/> Hand sanitizer <input type="checkbox"/> Kleenex (optional) <input type="checkbox"/> Hair accessories <input type="checkbox"/> Glasses and case <input type="checkbox"/> Contacts and solution <input type="checkbox"/> Feminine hygiene supplies and garbage bags to carry out <input type="checkbox"/> Nail clippers <input type="checkbox"/> Extra toilet paper <input type="checkbox"/> Extra Ziploc bags <input type="checkbox"/> Personal First Aid Kit 	<p>Clothing – dress in layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 pairs of long pants <input type="checkbox"/> Long underwear <input type="checkbox"/> Long sleeved t-shirt <input type="checkbox"/> T-shirts (synthetic) <input type="checkbox"/> Shorts <input type="checkbox"/> Underwear <input type="checkbox"/> Socks – at least 1 wool pair <input type="checkbox"/> Warm sleep wear – toque <input type="checkbox"/> Warm, windproof jacket – or layers <input type="checkbox"/> 2 Warm mid-layers – fleece, wool, etc. <input type="checkbox"/> Bathing suit <input type="checkbox"/> Rubber boots or waterproof shoes <input type="checkbox"/> Sturdy footwear 	<p>Sleeping gear</p> <ul style="list-style-type: none"> <input type="checkbox"/> Warm sleeping bag <input type="checkbox"/> Sleeping bag liner or Lightweight blanket <input type="checkbox"/> Sleeping pad <input type="checkbox"/> Camp pillow or pillowcase <p>Canoe Gear</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paddle (label) <input type="checkbox"/> Lifejacket (label) <input type="checkbox"/> Whistle <input type="checkbox"/> Knee pads <input type="checkbox"/> Sitting pad <input type="checkbox"/> Ropes to tie down gear <p>Optional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notepad and pen <input type="checkbox"/> Paying cards <input type="checkbox"/> Mosquito net or hat
<p>Group Tent</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tent, poles, pegs <input type="checkbox"/> Rubber mallet <input type="checkbox"/> Ground sheet or mat <input type="checkbox"/> Tent fly <input type="checkbox"/> Tarp 	<p>Group Food</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stove <input type="checkbox"/> Fuel <input type="checkbox"/> Matches and lighter <input type="checkbox"/> Wash basin, towel, biodegradable soap, wash cloth, scrubber <input type="checkbox"/> Pot, fry pan, lids <input type="checkbox"/> Leather glove or mitt <input type="checkbox"/> Spatula and spoons <input type="checkbox"/> Knife <input type="checkbox"/> Can opener <input type="checkbox"/> Paper towel <input type="checkbox"/> Condiments <input type="checkbox"/> Garbage bags 	<p>Personal Food</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grub kit – plate, bowl, cup, cutlery <input type="checkbox"/> Snacks <input type="checkbox"/> Lunches <input type="checkbox"/> Water – 4L/person per day <input type="checkbox"/> Cooler and ice packs (optional)



Appendix D – Trip Plan Templates

Sample Pre-Trip Planning Template	
Trip Type:	Location of Departure:
Destination/Region:	Location of Return:
Duration:	Navigation Equipment (maps, GPS, etc.)
Estimated Departure Time and Date:	Communication Aids (satellite phone, etc.)
Estimated Return Time and Date:	Emergency Supplies:
Number of People in the Group:	Route Plan (include GPS coordinates, grid reference, features, location names, and estimated travel times and locations): *see attached plan
Name of Leader(s):	Emergency Exit Locations:
Emergency Contact Information [leader(s) name and phone number(s)]:	Amount of Extra Food and Fuel:
Wilderness experience and familiarity of trip (Leader(s) and other chaperones)	Possible Alternative Plan(s):
Names of other group members:	Medical Conditions/Considerations and Supplies:
Transportation to Departure Location (include vehicle make, model, colour, license plate, and location of spare key):	Comments:

Adapted from <https://www.adventuresmart.ca/>



Sample Student Trip Plan Template

Trip Name: _____		Equipment Details	
Travel Itinerary (attached)		Tent(s) – Make/model/colour	
Participant Details (see reverse) Medical Conditions/Allergies _____ _____ _____ _____		_____ _____ _____ _____	
Activity Details		Vehicle(s) – make/model/colour/license	
(Ex. Canoeing, camping, cycling, hiking, hunting, fishing, skiing) _____ _____ _____ _____		_____ _____ _____ _____	
Travel Details		Vessel(s) – make/model/colour/license or ID#	
Destination: _____ (Detailed Route Map/Chart – Attached) Planned Route (includes campsites, layovers, & waypoints) _____ _____ _____		_____ _____ _____ _____	
Duration: _____ Departure – Date/Time: _____ Return – Date/Time: _____ Method of Travel/Distance: _____ (Ex. ATV, Biking, hiking, paddling, powerboat, skiing, snowmobile)		Contact Details Communication Device – Type/Number _____ (cellular or satellite phone) Emergency Contact Person(s) _____ Emergency Contact Number(s) _____	

Adapted from <https://www.adventuresmart.ca/>



Participant Details

Name _____ Age ____ Gender ____ Notes: _____

Name _____ Age ____ Gender ____ Notes: _____

Name _____ Age ____ Gender ____ Notes: _____

Name _____ Age ____ Gender ____ Notes: _____

Name _____ Age ____ Gender ____ Notes: _____

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Name _____ Age ____ Gender ____ Notes: _____

Name _____ Age ____ Gender ____ Notes: _____

Name _____ Age ____ Gender ____ Notes: _____

Name _____ Age ____ Gender ____ Notes: _____



Meal Plan Template

- Plan to **cook over a camp stove** (not a fire)
- All food must be stored in a **cooler or bin**. Have a plan to keep it cold (ex. Frozen water bottles, frozen food, etc.) and sealed to keep out moisture, bugs, rodents and wildlife. Plan to consume perishable food early in the trip and non-perishables later.
- **All water will be packed in**. Plan on 4L/person per day (for all drinking, cooking, washing needs)
*Bring a personal water bottle for your daypack
- Please bring your own washbasin, dishrags, towels, and biodegradable dish soap.
- All garbage must be packed out so take time to **decrease packaging**.
- All meals must be healthy and nutritious (ex. **Follow the Canada Food Guide**).
- **You** are responsible for **bringing your own healthy, high energy snacks**.
- Each person is responsible for **bringing their own environmentally responsible grub kit**: plates, utensils, and a drinking cup.
- Each food group should put together a **kitchen kit** with all cooking supplies.
- Be sure to respect any of any **allergies or dietary restrictions** of your classmates.

Allergies and Dietary Restrictions

Cooking Supplies

Item	Who’s bringing this?	Item	Who’s bringing this?	Personal Grub Kit
Waterproof matches		Knife		Plate Bowl Cup Knife Fork Spoon
Cooking pot		Dish cloth		
Frying pan		Dish towel		
Spatula		Washbasin		
Large Spoon		Dish soap		
Cooler		Garbage bags		
Ice/ice packs		Can Opener		
Cook Stove & Fuel		Oven mitts		
Water & Jug		Tin Foil		



Template #1 – 3 Day Meal Plan

1. Who is bringing each item 2. Amount of food needed 3. Pre-trip preparation (wash, cut, etc.)

	Day #1	Day #2	Day #3
Breakfast (hot/cold) Group	Healthy Breakfast at Home		*Fast, low prep breakfast
Lunch Individual (cold)	*Bag lunch for canoe stop	*Bag lunch for canoe stop	*Bag lunch
Supper Group (hot)			At Home
Healthy Snacks (Individual)			



Template #2 – 1 Night Trip Meal Plan

Day 1 - Lunch – You are responsible to pack a bag lunch for when we arrive

Lunch:

Snacks – You are responsible for bringing your own high energy snacks to eat during the day and before bed

Snack #1	Snack #2	Snack #3

Day 1 - Supper

Meal Description:		
Amount & Pre-Trip Preparation	Food	Person in Charge
Equipment needed (preparation and clean-up)		Person in Charge
Cooking Instructions:		



Day 2 - Breakfast – You will have a limited amount of time to prepare and clean-up this meal

Meal Plan:		
Amount & Pre-Trip Preparation	Food	Person in Charge
Equipment needed (preparation and clean-up)		Person in Charge
Cooking Instructions:		

Day 2 – Lunch – You will have a limited amount of time to prepare and clean-up this meal. We will be packing up to return home immediately after lunch.

Meal Plan:		
Amount & Pre-Trip Preparation	Food	Person in Charge
Equipment needed (preparation and clean-up)		Person in Charge
Cooking Instructions:		



Meal Plan Checklist

A. Food

Each meal includes EITHER All 4 of Canada's food groups OR a balance of macronutrients (healthy proteins, carbohydrates, and fats)

- | | |
|---|-----------------|
| <input type="checkbox"/> Wednesday Supper | Comments: _____ |
| <input type="checkbox"/> Thursday Breakfast | Comments: _____ |
| <input type="checkbox"/> Thursday Supper | Comments: _____ |
| <input type="checkbox"/> Friday Breakfast | Comments: _____ |

Comments/Suggestions:

Each meal has:

- A low/no-prep appetizer
- A main course
- The specific amounts needed listed for EVERY FOOD
- A person listed to bring EVERY food
- No JUNK FOOD (including sunflower seeds, energy drinks, etc.)

B. Preparation and Waste Management

- Pre-trip preparation is listed for each food (ex. pre-cooking meat, washing or chopping fruits and vegetables, etc.)
- Preparation is listed to decrease packaging and garbage

Comments/Suggestions:

C. Supplies and Equipment

- All necessary supplies are listed to make each meal
- A person is listed to bring ALL supplies

Comments/Suggestions:



Individual Meal Plan Checklist

A. Snacks

- At least 3 snacks listed
- Each snack includes AT LEAST two groups from the Canada Food Guide or 2 of the macronutrients (healthy proteins, carbohydrates, fats)

Comments/Suggestions:

B. Lunch

Includes all four food groups/All 3 macronutrients (protein/carbohydrates/fats)

- Wednesday Lunch Comments: _____
- Thursday Lunch Comments: _____
- Friday Lunch Comments: _____
- Does not include junk food

Comments/Suggestions:



Sample Survival Skills Assignment

Goal: Research and present 1 of the following elements of survival to your classmates in order to prepare for our winter camping trip.

Topics: Shelter, Warmth, Rest, Water, Fire, Food

*** A Positive Mental Attitude (PMA) is one of the hardest, and most important, survival skills as panic can lead to poor decision making. Use the acronym STOP (Sit down, Thing, Observe, and Plan) to inventory your skills and resources to make the best plan to provide for your needs.

Rough Copy due: _____

- Outline of your final presentation
- Visuals/videos/demonstrations that you would like to include
- Presentation format
- Who will be completing each role?
- What colour is each group member assigned?
- What will be included in your “takeaway”?

Final Product due: _____

- Presentation of the main ideas by each group member
- Visuals/videos/and/or demonstration
- A “take away” for your classmates – An **original** summary of key ideas/tips, etc.

Presentations will take place on: _____

Topic:	
Role/Colour	
Creative Director (Red)	
Prioritizer (Blue)	
Fact Checker (Black)	



Group Mark: Each group will be responsible for the **research, final product, and presentation**. A group mark will be given for the content of the project. This will include

- The project topic was comprehensively addressed - Accurate and adequate content must be provided to ensure the safety of your fellow classmates on the winter camp trip. *see *assessment rubric for specific requirements*
 - In the group presentation
 - In the “take away”
- Clear and concise presentation of the content
- Content and take away were the original of the group members
- Each group member must have a role in the presentation

Individual Mark:

- Individuals will be marked on the content and quality of their contribution to the project. (Each student will be assigned a colour to be used when inputting their information into the group project. Ex. red, black, or blue)

Each student will be given a role for which they will be solely responsible and assessed:

a. Fact Checker

- Ensures all information is accurate, current, originally stated (no plagiarism), and sourced
- Ensures that each aspect of the topic is fully and clearly addressed
- Checks to make sure all group members understand the concepts and information
- Research and presentation

b. Prioritizer

- Leads the project – makes sure that everyone has, and is completing, their roles (including themselves)
- Makes sure the group is on task to get each section complete and meets all due dates.
- Ensures the group focuses on the most important parts and does not get caught up in details
- Research and presentation

c. Creative director

- Ensures that appropriate visuals are included for each section
- Ensures that the presentation is visually appealing and engaging
- Ensures there is a clear and concise “take away” or other media for the class
- Research and presentation

