



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 68 Nanaimo-Ladysmith	School District/Independent School Authority Number District 68
Developed by: Franjo Crnković	Date Developed: April 2021
School Name: Nanaimo District Secondary School	Principal's Name: Mrs. Bartlett
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Westcoast Wilderness Studies 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): subject to prior learning assessment and discretion of the teacher.

Special Training, Facilities or Equipment Recommended: Knowledge of Wilderness First Aid. Extensive knowledge and experience in a variety of outdoor survival and recreational activities.

Course Synopsis:

WESTCOAST WILDERNESS STUDIES brings learning to life and connects students to the natural world around them. This course gives students the opportunity to learn through experiential education. Students would develop confidence within their own personal self and with practical knowledge of their surrounding environment on Vancouver Island. A goal of this course is to equip students with life and safety skills that would allow them to become lifelong users and stewards of the land and natural resources outdoors.

WESTOCOAST WILDERNESS STUDIES 11 is a program designed to enhance the student's ability, self-confidence, and awareness of the wilderness. This course challenges students mentally, physically, socially, and culturally. Students will develop knowledge, life skills and unique abilities in the wilderness through theory and application. Students may have the opportunity to participate in a variety of field trips and a multiple night camping trip. Students may receive certification in Standard First Aid, (with a special wilderness component) and The Conservation and Outdoor Recreation Education certificate (*CORE*)

Goals:

- To establish knowledge, skills, and attitudes necessary for safe, comfortable outdoor experiences in all seasons.
- To demonstrate an awareness and respect of living things
- To establish leadership and decision-making skills, communication, listening and observational skills
- To explain nutritional considerations and other requirements for preparation for and participation in outdoor activities
- To monitor exertion levels and energy levels during outdoor activities
- To learn how to safely interact with wildlife populations
- To equip students with various certificates that are relevant to future employment
- To develop an understanding of outdoor risk assessment and risk analysis
- To learn 'no trace' practice
- To develop skills in trip planning and emergency response
- Monitor environmental conditions during outdoor activities with support
- To responsibly practice environmental sustainability and stewardship
- Understand their strengths and areas for growth
- Certification – Options: Standard First Aid, Wilderness First Aid – 20 Hours, Pleasure Craft Boating Operator License, belaying certificate, CORE (Conservation Outdoor Recreation Education).

Rationale:

Westcoast Wilderness Studies 11 will develop the students' ability to:

- Explore other ways to develop confidence, and add new interests, to participate in a variety of outdoor activities
- Analyze information and be able to make informed choices that affect personal health and well-being.
- Focus on the beliefs, attitudes and skills related to outdoor literacy

- Recognize and practice important safety topics including prevention of illness and injury in outdoor situations, decision –making in, risk assessment and analysis
- Allow students to be active in creating, assessing, and applying what they learn in daily lives
- Acquire information that leads to long-lasting behaviors that promote environmental sustainability
- Analyze information and be able to make informed choices that affect health and well-being of land in our community.

Aboriginal Worldviews and Perspectives:

- ENGAGEMENT WITH LAND, NATURE AND THE OUTDOORS: First Peoples traditional practices and ecological knowledge related to activities in the local environment.
- AWARENESS OF HISTORY: Recognizing First Peoples traditional ecological practices and knowledge
- EXPERIMENTAL LEARNING: Opportunities to get students interested and engaged with the natural world and plan and organize instruction and learning outdoors
- LOCAL FOCUS: Observe local examples and phenomena
- COMMUNITY INVOLVEMENT: Explore leadership of Aboriginal community members to facilitate the challenges of outdoor environments, risk management and traditional practice
- EMPHASIS ON IDENTITY: Examine our relationship with the land around us and learn Aboriginal place names and language to describe activities
- LANGUAGE AND CULTURE: Teach language, place names and traditional survival skills
- THE POWER OF STORY: Include Aboriginal voice in natural settings

BIG IDEAS

Participation in outdoor activities allows for the development of skills in a complex and dynamic environment.

Spending time outdoors allows us to develop an understanding of the natural environment and ourselves.

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><u>Outdoor activity skills and healthy living</u></p> <ul style="list-style-type: none"> • Participate in a variety of outdoor activities • Develop and demonstrate a variety of skills for outdoor activities • Monitor exertion levels and energy levels during outdoor activities • Monitor environmental conditions during outdoor activities • Explain nutritional considerations and other requirements for preparation for and participation in outdoor activities • Explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation • Understand their strengths and areas for growth <p><u>Social responsibility:</u></p> <ul style="list-style-type: none"> • Understand ways 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><u>Collaboration, teamwork, and safety:</u></p> <ul style="list-style-type: none"> • Collaborate with others in a variety of outdoor activities • Use applicable communication skills when interacting with others in wilderness situations 	<p><i>Students are expected to know the following:</i></p> <p>SCIENCE:</p> <p>Ecology – knowledge of the balance between sustainability and the natural world (interaction of living and non-living organisms in our environment)</p> <p>Environmental stewardship – preserving and protecting the natural environment in a way that honours the land and nature</p> <p>Nutritional concepts for pre/during/post wilderness activities</p> <p>Conservation laws and ethics – British Columbia</p> <p>Leadership theory – guiding practices for risk assessment</p> <p>SKILLS:</p> <p>Survival skills</p> <p>Traditional knowledge – techniques, perspectives, Worldviews of First Nations communities</p> <p>Ethical environmental stewardship – responsible use and protection of the natural environment through conservation and sustainable practices.</p>

<ul style="list-style-type: none"> • Demonstrate appropriate responses to emergency situations during outdoor activities • Demonstrate responsibility for personal safety and the safety of others • Assess and manage risks during different types of outdoor activities 	<p>Outdoor Recreation – opportunities in the outdoors that create habits that provide enjoyment, appreciation, understanding and sustenance</p> <p>Response and Communication in various wilderness environments and scenarios</p> <p>AWARENESS OPPORTUNITIES:</p> <p>Equipment transportation and safety – appropriate use of gear and maintenance of gear, safe usage</p> <p>Career opportunity awareness – careers that are linked to outdoors, nature, environment, conservation, preservation, hospitality management, non-profit groups</p> <p>Community engagement – interaction of community partners about outdoor related professions and goal setting, bridging to opportunities in conservation and education at different levels of government about environmental issues</p>
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Curricular Competencies – Elaborations

- **Outdoor activities:** water-based and land-based in varied terrain and changing weather, temperature, and conditions.
- **Skills for outdoor activities** could include:
 - kayaking: balance and paddling options
 - survival skills
 - various shelter making
 - rock climbing: belaying and strategies
 - fly tying and fly casting
 - trapping for various marine species
 - hiking: preplanning, doing, and post assessment.
 - leadership-based activities
 - mountain biking
 - analyze areas of growth and strengths
- **Nutritional considerations:** including food (e.g. food preparation, storage, and transportation) and water (e.g. treatment, sources and management)
- **Food preparations:** could include the knowledge of smoking a variety of food (fish, meat, cheese) and understanding the concept of “field to fork” and sustenance.
- **Reduce potential impacts:**

7 leave no trace principles:

 - plan ahead and prepare
 - travel and camp on durable surfaces
 - dispose of all waste properly

- leave what you find
- minimize campfire impact
- respect wildlife
- be considerate of others

- **Cultural and place-based sensitivities:** recognize and use of First Peoples territories; use of public land, private land, parks; land stewardship.

Content – Elaborations

Equipment safety: gardening tools, fishing equipment, outboard motors, tents, cooking stoves, boat and trailer maintenance, back country gear

Wildlife identification: ecological or seasonal regions, evasive species

Survival skills: rock climbing

Leadership – safety committees, earthquake drills, fire drills, mentorship with elementary partners, low organization games (LOG),

Environmental stewardship – course research project (Buffalo, fish farming, plastic pollution), conservation efforts and habitat destruction

Ethical stewardship – cleanups, harvesting natural species in ethical ways, water cleanups, water filtration

Preparation:

- Emergency plan
- Route plan
- Day plan
- Equipment selection
- Location choices

Traditional Knowledge - territory, harvesting, transportation, shelter, folklore, language, storytelling

Conservation law: fishing, hunting and trapping regulations in BC

Outdoor recreation – Fishing (spin casting, fly fishing, jigging), crabbing, prawning, gardening, bird watching, mountain biking, Frisbee, canoeing, kayaking, hiking, camping, slack lining, cross country skiing, knot tying, trailer maintenance, 2 stroke and 4 stroke motor knowledge and repair/maintenance.

Community engagement – community partnerships and mentorship programs

Environmental conditions: adapting to changing weather, temperatures and other conditions

Communication in emergency situations: different modes of communication: could include satellite radios, 2-way communication radios, whistle and arm signals, paddle signals, phone and signals taught through wilderness first aid. Proper use of a compass and GPS for various orientations situations.

Community conservation efforts – evasive species removal, replanting, community cleanups, local stream rehabilitation, salmon/herring/fish data analysis

Recommended Instructional Components:

- Outdoor Demonstrations
- Journal reflections (verbal and written)
- Group work
- Modeling outdoor survival skills
- Inquiry
- Direct and indirect instruction in and outdoors
- Independent research exploration

- Extended and short term off-site exploration and experiences that provide hands-on practice of skills and competencies.
- Collaboration with community agencies such as: Department of Fisheries and Oceans, VIU Deep Bay Marine Station, Nanaimo Science Sustainability Society (NS3), Freshwater BC, Federal Fish Hatchery, BC Wildlife Federation

Learning Resources:

- Equipment: could include - climbing ropes, harnesses, canoes, backpacks, back country cooking stoves, tents, cross country skis, crab traps, guide tarps, bivy sacks, fishing rods, lures, reels, satellite communication device, kayaks, compasses, GPS equipment, safety equipment, fly-tying vices, ice-fishing equipment, shelters, augers, binoculars, safety equipment, aluminum boat, electric trolling motors, fishing magnets, wall tents.
- Available transportation – transporting students and equipment
- Standard First aid Manual
- CORE Manual - BC Wildlife Federation (Outdoor Wilderness Safety course)
- Fishing and Hunting Regulations Manual
- Hunting and Trapping Regulations Synopsis of BC
- Back Country maps
- Websites:
 - www.env.gov.bc.ca/bcparks
 - www.pac.dfo-mpo.gc.ca
 - www.fishing.gov.bc.ca
 - www.aceboater.com
 - www.outdoorcouncil.ca
 - <https://www2.gov.bc.ca/assets/gov/sports-recreation-arts-and-culture/outdoor-recreation/fishing-and-hunting/hunting/regulations/2020-2022/hunting-trapping-synopsis-2020-2022.pdf>
 - <https://www.knowledge.ca/>
 - <https://www.lowrance.com/>
 - <https://www.geocaching.com/play>
 - <https://plantidentifier.info/>
 - <https://www.findmespot.com/en-us/>
 - <https://www.wildernessfirstaidtraining.ca/>

