



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 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): subject to prior learning assessment and discretion of 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 12 is an activity-based course that continues from West Coast Wilderness Studies 11. Students will be provided with opportunities for in-depth practical experiences. Students will develop a variety of skills and knowledge while promoting an appreciation of the environment. Students may partake in overnight field trips. Students will gain knowledge of the variety of professions that are possible in the field of the outdoors. Sustenance and stewardship are also and large focal point to this grade 12 course. Students may receive certification in Standard First Aid, (with a special wilderness component), The Conservation and Outdoor Recreation Education certificate (*CORE*) and the opportunity of others depending on interests.

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 demonstrate outdoor risk assessment and risk analysis
- To demonstrate 'no trace' practice
- To develop skills in trip planning and emergency response
- Independently monitor environmental conditions during outdoor activities
- To responsibly practice environmental sustainability and stewardship
- Explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation
- Understand their strengths and areas for growth
- Certification – Options: Standard First Aid, Wilderness First Aid – 20 or 40 Hours, Pleasure Craft Boating Operator License, belaying certificate, *CORE* (Conservation Outdoor Recreation Education).

Rationale:

Westcoast Wilderness Studies 12 will develop the students' ability to:

- Analyze and explore ways to develop confidence, and add new interests, to participate in a variety of outdoor activities
- Analyze and explore information and be able to make informed choices that affect personal health and well-being.
- Expect to know 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
- Analyze and explore information that leads to long-lasting behaviors that promote environmental sustainability
- Analyze and explore 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.
- **AWARNESS OF HISTORY:** Recognizing First Peoples traditional ecological practices and knowledge
- **EXPERIMENTIAL 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
- **EMAPHASIS 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, ourselves, and others.

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

Participation in outdoor activities allows for the development of leadership skills that can be applied in a variety of contexts and environments.

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 • Select, evaluate and demonstrate skills for outdoor situations • Monitor and adjust exertion and energy levels during different wilderness scenarios • Monitor environmental conditions during outdoor activities • Employ 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 • Identify and develop strengths areas for growth <p><u>Social responsibility:</u></p> <ul style="list-style-type: none"> • Plan and implement ways to reduce potential impacts of outdoor activities on the local environment • Analyze 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"> • Lead 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>Health benefits – How does spending time outdoors help improve my physical and mental well-being?</p> <p>Nutritional concepts for pre/during/post wilderness activities</p> <p>Wildlife identification- animals, birds, fish of British Columbia</p> <p>Conservation laws and ethics. British Columbia and other Western Canadian Provinces Tidal and Non-Tidal fishing regulations and Hunting and Trapping regulations.</p> <p>Leadership theory – guiding practices for risk assessment</p> <p>SKILLS:</p> <p>Survival skills</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>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> <p>Outdoor Recreation –habits that provide enjoyment, appreciation, understanding and sustenance</p> <p>Maintenance and safe practice of pleasure craft boat and trailer</p> <p>AWARENESS OPPORTUNITIES:</p> <p>Equipment transportation and safety – appropriate use of gear and maintenance of gear, safe usage</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 with the option to explore the industry options (business opportunities).
- **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 and how to belay and peer/partner

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, hunting and trapping, national parks in Canada, current events in the world of the outdoors), 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

Conservation Law: the knowledge of title and non-title fishing laws (federal and provincial). Understanding laws and regulations and where they have originated. Also hunting and trapping laws and regulation by region.

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

Outdoor recreation – Fishing (spin casting, fly fishing, jigging), food preparation and cooking, 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, harvesting crayfish, orienteering, GPS skills, nature obstacle course (ie. WildPlay), zip lining, ice fishing, herring fishing, snowshoeing.

Community engagement – community partnerships and mentorship programs with local community members and elementary schools.

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 – invasive 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, City of Nanaimo, Parks and Recreation of Nanaimo.

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)
- Possession and Acquisition License (P.A.L.)
- Fishing and Hunting Regulations Manual
- Hunting and Trapping Regulations Synopsis of BC
- Back Country maps
- Camping British Columbia
- Quality Lesson Plans for Outdoor Education
- The Canadian Lifesaving Manual
- Bradley Smoker Cookbook
- 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/>
- <https://silvercore.ca/>
- <https://www.bradleymoker.com/recipes/?v=3e8d115eb4b3>