

BAA Framework: WISE Outdoor Pursuits 10**District Name:** Yukon Department of Education**Developed by:** Andy Preto**Date Developed:** December, 2012, revisions made 2013**School Name:** St. Elias Community School**Principal's Name:** Maggie Mann**Board/Authority Approval Date:****Board/Authority Signature:****Course Name:** WISE Outdoor Pursuits 10**Grade Level of Course:** 10**Number of Course Credits:** 4**Number of Hours of Instruction:** 120 hours**Prerequisite(s):** None**Special Training, Facilities or Equipment Required:**

A variety of specific equipment is necessary for the safe completion of multi-day trips for the following activities: bison hunting, fur bearer trapping, fur handling, ice rescue skills, moving water rescue skills, shelter building, rock climbing, avalanche skills training, winter camping, cross country skiing, downhill skiing, sea kayaking and fly fishing. Teacher will need a strong background in backcountry guiding of groups, first aid skills, and the ability/experience to deal well with challenging environmental conditions while instructing students in this class. Of course, all trip planning and delivery will be done following the Yukon Field Trip Policy guidelines and procedures.

Course Synopsis:

This course has been developed to support and encourage students to gain skills in a variety of outdoor activities, which are accessible in the local regions, including Champagne Aishihik First Nations traditional territory, Kluane National Park, Atlin /Téix'gi Aan Tlein Provincial Park and Taku River Tlingit traditional territory. A strong emphasis will be placed on safe practices, accident avoidance, respect for the environment, and stewardship for the region's wildlife and wilderness. Students will learn to plan for safe expeditions of up to 10 days in length with detailed attention to gear needs, meal plans, requisite safety skills, and local knowledge, (including knowledge from First Nations, conservation officers, national parks and other various expertise). Students will learn to cook for each other in small groups and be semi-independent with regards to daily shelter and packing needs. Students will also learn about the regional

history including First Nations history and natural history of the areas they travel through while on the trips. After each skill unit is taught, students will receive a written evaluation as well as a rubric based evaluation of their performance. Each day, during a multi-day outing, students will record their self-evaluations, reflections, and learning summaries in their structured WISE Journals and the teacher will check these over on a nightly basis and discuss them with each student. Students will be given skill-based projects and assignments throughout the course. Theory quizzes will be given both in the field and in the classroom. There will be a 2-hour final examination at the end of the course, which is both practical and written in nature.

First Nations Involvement

The planning and delivery of this course will involve Champagne and Aishihik and Taku River Tlingit First Nations. Participants (teacher and/or students) will acknowledge traditional territory when travelling on traditional territory. First Nations will collaborate with the school and the instructor to identify areas that would not be appropriate for student travel (such as sacred places, potlatch sites, burial grounds...).

The local First Nations will work collaboratively with school staff to identify resource people. The local First Nations content will be embedded throughout the course. Examples of this may include: Yukon First Nations perspectives, heritage, language, and ways of knowing and ancestral technologies.

Modules where Yukon First Nations content will be included:

The local First Nations content will be planned with and delivered with input from Champagne and Aishihik First Nations. First Nations activities and topics could include: trapping, hunting, survival skills, traditional use of the land that the students are on, plants and animals, preparing for the feast, the geological natural history and the river travel.

Rationale:

This course has been developed to safely introduce students to a variety of local outdoor pursuits while fostering the development of student resilience and work ethic. Students will learn to be proactive in their planning and will appreciate that accident avoidance is something, which involves preparation and careful thought before, during, and after an outing in the backcountry. Students will learn the basic specific skills needed to participate safely at a novice level. They will develop knowledge of some of the contemporary and traditional ways that First Nations and non-First Nations interact with and behave on the land as well as local history (from both a First Nations and a non-First Nations perspective). All students will learn about their rights and responsibilities as it relates to land use and will learn about the flora, fauna, geological, natural and human history of the local regions where these activities will take place.

Unit/Topic	Title	Time
Unit 1	First Aid	8 hours
Unit 2	Trapping	8 hours
Unit 3	Bison Hunting	20 hours
Unit 4	Cross Country Skiing	10 hours
Unit 5	Downhill Skiing/ Snowboarding	5 hours
Unit 6	Winter Camping	10 hours
Unit 7	Avalanche Safety	10 hours
Unit 8	Rock Climbing	4 hours
Unit 10	Moving Water Rescue	5 hours
Unit 11	Sea Kayaking	30 hours
Total Hours		120 hours
NOTE: additional units may be included in other years and may change the # hours per unit		

Unit/Topic/Module Descriptions:

For each activity, students will understand the significance of acknowledging travel on traditional territory.

Unit 1: First Aid (8 hours)

Curriculum organizer: Preparation

It is expected that students will:

- Understand the mechanisms and treatment of shock, airway management, deadly bleeds, fractures
- Understand the purpose and sequence of CPR and rescue breathing
- Understand the different challenges posed to first aiders in a wilderness setting

Curriculum organizer: Skill Delivery

It is expected that students will:

- Demonstrate the correct treatments for shock, airway emergencies, deadly bleeds, fractures
- Demonstrate the correct delivery of adult CPR and rescue breathing
- Perform a correctly sequenced Primary Survey

Curriculum organizer: Evaluation

It is expected that students will:

- Successfully write the Red Cross Emergency First Aid Test and pass the practical skills test

Unit 2: Trapping (8 hours)

Curriculum Organizer: Preparation

It is expected that students will:

- Appreciate the historical significance of trapping
- Demonstrate an understanding of the importance of trapping to Yukon First Nations historically and contemporarily and its impact on their way of life
- Demonstrate an understanding of the various forms of trapping technology developed and used by Yukon First Nations
- Identify the various methods of trapping in the Yukon
- Identify what ethical trapping is and why it is important
- Identify the various species which are trapped in the Yukon
- Identify and develop an appreciation of the knowledge on trapping that is being shared

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Demonstrate the correct use of the Yukon Trapping Regulations Manual
- Demonstrate the safe handling of a variety of restraining and killing traps
- Appreciate accident avoidance and safety techniques used by Yukon trappers

Curriculum Organizer: Evaluation/Analysis

It is expected that students will:

- Successfully demonstrate the safe handling of various traps and correctly answer oral quiz questions
- Record their daily learning and self evaluation in their trip journals
- Discuss their daily learning progress and challenges with the teacher in a mature manner
- Identify their personal areas of strength and challenge for this trip
- Understand how to improve and expand the knowledge they have gained on this trip

Unit 3: Bison Hunting (20 hours)**Curriculum Organizer: Preparation**

It is expected that students will:

- Appreciate the cultural and historical significance of hunting (big game, small game, game birds)
- Demonstrate an understanding of the importance of hunting to Yukon First Nations historically and contemporarily
- Identify what ethical hunting is and why it is important
- Identify the various species which are hunted in the Yukon including the time of year they are hunted
- Recognize that wood bison are a Yukon species which was reintroduced in recent times after its disappearance in the post glacial times
- Recognize that this reintroduction has created various challenges and issues in their range, both culturally and ecologically
- Identify unique difference between a winter bison hunt and a hunt for any other Yukon big game species

- Demonstrate a knowledge of Yukon First Nations historical and contemporary uses of the area in which the students will be hunting

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Demonstrate the correct use of the Yukon Hunting Regulations Manual
- Compare and contrast non-First Nations and Yukon First Nations hunting rights and responsibilities and cite specific examples
- Demonstrate an understanding of the history and management of wood bison in our country and in our territory
- Demonstrate behaviour before, during and after the hunt that indicates a knowledge of and respect for the values and traditions of the local Yukon First Nations as it relates to being out on the land and hunting
- Demonstrate self care and accident prevention strategies necessary for a winter bison hunt
- Appreciate accident avoidance and safety techniques used by Yukon hunters
- Demonstrate an understanding of the HEED (hunting ethics) principles during an actual hunt

Curriculum Organizer: Evaluation/Analysis

It is expected that students will:

- Successfully write the Yukon HEED Course Test
- Record their daily learning and self evaluation in their trip journals
- Discuss their daily learning progress and challenges with the teacher in a mature manner
- Identify their personal areas of strength and challenge for this trip
- Understand how to improve and expand the knowledge they have gained on this trip

Unit 4: Cross Country Skiing (10 hours)

Curriculum Organizer: Preparation

It is expected that students will:

- Understand the differences between various techniques in cross-country skiing (waxing versus waxless, diagonal stride versus skating stride etc...)
- Identify the basic components of basic classic technique
- Size themselves properly for classic skis, boots, and poles
- Identify wise clothing choices for cross country skiing

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Demonstrate correct gear sizing and gear handling
- Independently prepare their own gear
- Demonstrate the ability to correctly herring bone, snow-plow, diagonal stride, weight shift, double pole, step turn
- Pace themselves properly during an extended cross country ski excursion

Curriculum Organizer: Evaluation

It is expected that students will:

- Successfully navigate local trails of appropriate difficulty with the necessary skills, clothing, and gear

Unit 5: Downhill skiing/snowboarding (5 hours)

Curriculum Organizer: Preparation

It is expected that students will:

- Understand the differences and similarities between skiing and snowboarding
- Identify the basic components of correct technique for both (angulation, edging, balance, weight shift, counter rotation)
- Understand how to size themselves properly for boots, boards and poles (if needed)
- Identify wise clothing choices for downhill skiing/snowboarding

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Demonstrate the basic components of correct technique for both (angulation, edging, balance, weight shift, counter rotation)
- Independently prepare their skis and other related gear
- Independently size themselves properly for boots, boards and poles (if needed)

- Independently demonstrate wise clothing choices for downhill skiing/snowboarding

Curriculum Organizer: Evaluation

It is expected that students will:

- Successfully navigate slopes of appropriate difficulty with the necessary skills, clothing, and gear

Unit 6: Winter Camping (10 hours)

Curriculum Organizer: Preparation

It is expected that students will:

- Identify wise clothing and gear choices for winter camping from both a traditional and a contemporary perspective
- Create a nutritious and simple meal plan for winter camping
- Learn methods of carrying one's gear to a winter site without motorized support
- Identify specific strategies to maintain body temperature on an extended winter camping trip
- Identify and understand the correct steps to building a quincee shelter
- Compare and contrast quincee shelters with Yukon First Nations traditional shelters

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Pack appropriate gear, food, and clothing for the outing
- Independently load and pull their pulk loads of gear
- Choose and appropriate site for the construction of their quincee
- Build a safe quincee in which they can spend the night
- Demonstrate teamwork and cooperation during quincee building
- Correctly secure their belongings at night
- Cook meals on a methyl hydrate stove
- Thermoregulate properly
- Demonstrate minimum impact strategies during meal preparation and camp set up

Curriculum Organizer: Evaluation/Analysis

It is expected that students will:

- Record their daily learning and self evaluation in their trip journals
- Discuss their daily learning progress and challenges with the teacher in a mature manner
- Identify their personal areas of strength and challenge for this trip
- Understand how to improve and expand the knowledge they have gained on this trip

Unit 7: Avalanche Safety (10 hours)**Curriculum Organizer: Preparation**

It is expected that students will:

- Identify and understand various types, sizes, and mechanisms of avalanches
- Understand the influences of terrain with respect to avalanches
- Understand the influences of triggers with respect to avalanches
- Understand the influences of snowpack with respect to avalanches
- Understand how decision making is complicated by group dynamics
- Understand how to conduct a variety of avalanche rescue methods using a beacon, probe and shovel

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Demonstrate the correct use of a beacon, probe, and shovel in mock rescue scenarios
- Identify weak and strong layers in a snowpack
- Dig a snow pit and perform a basic snow pack analysis
- Demonstrate a variety of snow stability tests and interpret their results
- Identify actual avalanche terrain and proposed safe routes through it

Curriculum Organizer: Evaluation/Analysis

It is expected that students will:

- Record their daily learning and self evaluation in their trip journals

- Discuss their daily learning progress and challenges with the teacher in a mature manner
- Identify their personal areas of strength and challenge for this trip
- Understand how to improve and expand the knowledge they have gained on this trip

Unit 8: Rock Climbing (4 hours)

Curriculum Organizer: Preparation

It is expected that students will:

- Understand the differences bouldering and roped climbing techniques
- Identify the basic components of slab, face, and overhang climbing techniques
- Understand how to correctly size and wear a harness
- Identify correct safety gear and techniques for bouldering and belaying
- Identify appropriate knots and hitches for safe climbing systems

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Demonstrate correct bouldering and spotting techniques
- Independently size and put on a harness correctly
- Demonstrate the ability to correctly use the climbing safety acronym BARK and the requisite safety communication skills for a top roping situation as a climber and as a belayer
- Demonstrate correct belaying technique with a GriGri auto-lock device
- Correctly learn and demonstrate the requisite knots and hitches (clove-hitch, figure 8 follow through, fisherman's, munter)

Curriculum Organizer: Evaluation

It is expected that students will:

- Successfully demonstrate the knots, calls and skills for safe top roping as both a belayer and a climber

Unit 10: Moving Water Rescue (5 hours)**Curriculum Organizer:** Preparation

It is expected that students will:

- Understand the unique challenges associated with moving water rescue
- Understand hypothermia and cold water immersion drowning; their development, avoidance, and treatment
- Understand the hazards presented by water current and river objects such as strainers, sweepers, log jams, sieves, and undercut

Curriculum Organizer: Skill Delivery

It is expected that students will:

- Demonstrate the identification and treatment of mild, moderate and severe hypothermia in mock scenarios
- Demonstrate the identification and treatment of cold water immersion drowning and near drowning in mock scenarios
- Demonstrate the use of specialized rescue gear and technique for river rescue
- Identify safe and unsafe practices in areas of moving water
- Demonstrate the ability to use improvised rescue objects and technique in mock scenarios

Curriculum Organizer: Evaluation

It is expected that students will:

- Successfully demonstrate the techniques and skills needed to rescue themselves or someone else who finds themselves in an urgent situation in cold, moving water

Unit 11: Sea Kayaking (30 hours)**Curriculum Organizer:** Trip Preparation

It is expected that students will:

- Identify and understand wise clothing and gear choices for sea kayaking
- Create a nutritious meal plan
- Pack a food dry bag and sea kayaking bear barrel in the correct manner

- Pack a kayak in the correct manner

Curriculum Organizer: Trip Delivery

It is expected that students will:

- Paddle with correct technique
- Demonstrate a variety of steering and propulsion strokes
- Demonstrate proficient paddling in both the bow and stern positions
- Perform an assisted rescue in a mock capsize scenario
- Demonstrate teamwork and cooperation during tandem kayaking
- Correctly use a topographic map, GPS, and compass for river open water navigation
- Demonstrate a knowledge of the use of landmarks as a way of navigating on land and water by local First Nations contemporarily and historically
- Appreciate the need for planning a day's route based on factors such as bathymetry, wind patterns, tides, currents, and local weather
- Cook meals on a methyl hydrate stove
- Identify local regional history, geology, flora and fauna
- Relate a knowledge of local Yukon First Nation traditional and contemporary activities and uses of areas visited by the students
- Correctly use various methods of water purification
- Pitch and strike a tent correctly
- Choose safe and appropriate camp sites
- Set up camp with attention to proactive bear safety
- Demonstrate minimum impact strategies during meal preparation and camp set up

Curriculum Organizer: Evaluation/Analysis

It is expected that students will:

- Record their learning and self reflections in their journals
- Discuss their daily learning progress and challenges with the teacher in a mature manner
- Identify their personal areas of strength and challenge for this trip
- Understand how to improve and expand the knowledge they have gained on this trip

Instructional Components:

- Direct instruction
- Guest speakers (May include Elders, conservation officers, CAFN, resource people etc)
- Instructional DVDs
- Background reading
- Interactive instruction
- Demonstrations
- Modelling
- Hands-on learning

Assessment Components:

- 10% Activity Skills
- 10% Camping Skills
- 40% Journal Based Trip Rubric Evaluation
- 20% Assignments and Tests
- 20% Final Exam
- After each skill unit is taught, students will receive a written evaluation as well as a rubric based evaluation of their performance. Each day, during a multi-day outing, students will record their self-evaluations, reflections, and learning summaries in their structured WISE Journals and the teacher will check these over on a nightly basis and discuss them with each student. Students will be given skill-based projects and assignments throughout the course. Theory quizzes will be given both in the field and in the classroom. There will be a 2-hour final examination at the end of the course, which is both practical and written in nature. Therefore, both formative and summative assessment strategies will be used.

Learning Resources:

- Instructional and Assessment resource: “A How-to: Creating Genuine Learning Experiences with Your Class” (provided by Dept. of Education)
- Dan Keyi Kwandur: stories From Our Country, Champagne and Aishihik First Nations (provided by CAFN Education Dept)
- First Nations and Inuvialuit Hunting and Fishing in Yukon, Yukon Environment, 2012
- Travel to the Alseck, Edward J. Glave, 2013 (provided by CAFN Education Dept)
- WISE Journal (sample available upon request)

Books:

- Allen and Mike’s Really Cool Backcountry Ski Book, Allen O’Bannon, Falcon Press, 1996

- Allen and Mike's Really Cool Backpacking' Book, Allen O'Bannon, Falcon Press, 2001
- Plants of the Western Boreal Forest, Derek Johnson et al., Lone Pine Publishing, 1995
- St. John Ambulance First Aid First On The Scene, St. John Ambulance Publishing, 2001
- Western Birds, Roger Peterson, Houghton Mifflin Company, 1990

- DVDs
 - Sea Kayaking: The Ultimate Guide, The Heliconia Press, 2005
 - Staying Safe in Bear Country: A Behavioral-Based Approach to Reducing Risk, Magic Lantern, 2005