

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Health and Physical Education
Ministry of Education Course Title:	Outdoor Education, Open
Grade Level:	10
Ministry Course Code:	PAD20

Teacher's Name: Angela Batsford-Mermans

Developed by: Shea Henderson

Date: June 2013

Revision Date: September 2019

Developed from: Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 9 to 12, Health and Physical Education*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval (signature)



Approval Date: September 12, 2019

## **Course Description/Rationale**

This course emphasizes regular participation in a variety of enjoyable outdoor activities that promote lifelong healthy active living. Student learning will include the application of movement principals to refine skills (hiking, orienteering); participation in a variety of activities that enhance personal competence, fitness and health; examination of issues related to healthy sexuality (co-ed etiquette), healthy eating (nutrition), substance use and abuse (outdoor therapy); and the use of informed decision-making, conflict resolution, and social skills (risk, first aid, group work) in making personal choices.

## **Overall Curriculum Expectations**

### **Physical Activity**

- demonstrate personal competence in applying movement skills and principals
- demonstrate knowledge of guidelines and strategies that can enhance their participation in recreation and outdoor activities

### **Active Living**

- participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation
- demonstrate personal-health related physical fitness
- demonstrate responsibility for personal safety and the safety of others

### **Healthy Living**

- explain strategies to promote positive lifestyle choices and relationships with others
- demonstrate understanding of the factors affecting human sexuality as it relates to themselves and others
- demonstrate understanding of the issues and coping strategies related to substance abuse and abuse
- explain how healthy eating fits into a healthy lifestyle

### **Living Skills**

- identify ways of taking appropriate action in new situations based on knowledge of the *positive decisions related to health active living*
- *demonstrate understanding of conflict resolution, anger management, and mediation*
- *use appropriate* social skills and positive attitudes when interacting with other

# Course Content

<b>Unit</b>	<b>Length</b>
<b>1. Basics in the Outdoors</b>	20 hours
<b>2. Pre-Trip Skills and Knowledge</b>	20 hours
<b>3. Out in the Wild</b>	20 hours
<b>4. Capstone Ideas</b>	5 hours
<b>5. Wilderness Survival Journal</b>	20 hours
<b>6. Practical Activity</b>	25 hours
<b>Total</b>	<b>110</b>

## Unit Descriptions

### Unit 1: Basics of the Outdoors

This unit will serve as an introduction into outdoor education and the course as a whole. Students will be introduced to foundational concepts related to risk management and safety. Furthermore, some basic practical skills of orienteering and ecological identification. Students will also be commencing their wilderness survival journals during this week.

### Unit 2: Pre-Trip Skills and Knowledge

This unit will focus on more specific skills and knowledge related to outdoor excursions. Topics such as food and water, shelter, and more first aid will be addressed. The purpose of this unit will be to have students begin practicing situation specific abilities that can be encountered in the outdoors.

### Unit 3: Out in the Wild

The focus of this unit will be on skills and activities used in base-camp scenarios. Topics such as food gathering, tracking, base-camp etiquette and safe hiking practices will be the primary focus. There will also be a brief encounter with wilderness emergencies (animal attacks, broken bones, evacuations, etc.) By the end of this unit, students should feel comfortable in their knowledge and basic skills in most aspects of out-tripping.

### Unit 4: Capstone Ideas

Although short, during this unit students will attempt to bring many of the ideas encountered in the course together, in a comprehensive and easily applicable manner. Concepts of outdoor therapy and leadership will be the primary focus of this unit.

### Unit 5: Wilderness Survival Journal & Practical

This is an ongoing unit throughout the entirety of the course. The wilderness survival journal will be a continuous feature during activities. Throughout the course, students will be documenting aspects of the course and their own opinions into a small journal. Aspects that will be part of the journal included survival tips, methods from the course and personal opinions on experiences.

### Unit 6: Practical Activity

This unit represents a large portion of the student's application in the course. Students will

be planning and executing a proposal for an outdoor activity/function based on a number of options in their community. It will involve logging up to 5 hours of planning and a 15 hour log book.

## ***Teaching/Learning Strategies***

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review, and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

The PAD2O course is designed both to engage students in reflective learning and to help them develop practical skills. Where appropriate, the program provides opportunities for students to gain hands-on experience.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- On-line inquiry
- Case study
- Reading
- Independent study
- Brainstorming
- Practical Exercise/Application
- On-line forum contributions
- Peer work

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

## ***Evaluation***

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Knowledge of facts and terms Understanding of concepts, principles, requirements, guidelines and strategies Understanding of relationships between concepts	14%
	Thinking	Thinking skills Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analyzing and interpreting information; forming conclusions)	10%
	Communication	Communication of information and ideas Communication for different audiences and purposes Use of various forms of communication (e.g., interview, short report)	14%
	Application	Active participation Personal physical fitness Safe use of procedures, equipment, and technology Movement skills Application of behaviour, strategies and tactics that enhance participation and personal success in sport and recreation activities Living skills (e.g., decision-making, conflict-resolution, assertiveness, and social skills) related to healthy eating Making connections (e.g., between personal experiences and the subject, between subjects, and between subjects and the world outside the school)	32%
Final Evaluation (30%)	Culminating Activity (30%)	Knowledge/Understanding	4%
		Thinking	3%
		Communication	4%
		Application	9%
		Knowledge/Understanding	2%
		Thinking	2%
		Communication	2%
		Application	4%
		<b>TOTAL</b>	<b>100%</b>

# ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- shared learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- weekly assignments and quizzes that provide constructive feedback
- Checklists and rubrics that allow for assessment on assignments and activities as to give the students guiding next step instructions and constructive feedback.
- analyse and interpret evidence of learning;
- Timely feedback given on all submitted assignments
- Self-assessment through reflective activities

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students about the physical activity involved through outdoor education
- Observation of student's community improvement proposal
- Unit quizzes
- Assignments
- Final exam

## ***Resources***

Bondar, R. (2007). *Shaping our schools, shaping our future: environmental education in Ontario schools: report of the Working Group on Environmental Education*. Toronto, Ont.: Queens Printer for Ontario.

Elder Video, Land Living with my Family - Elder Josephine Kamenawatamin, Activity 4.1

Elder Video, Tradition medicines - Elder Adelaide Koostachin, Activity 13.2

*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. (2010) Ontario Ministry of Education Publication.

Gilbertson, K. (2006). *Outdoor education: methods and strategies*. Champaign, IL: Human Kinetics.

Ojibway and Cree Cultural Centre (1997, Revised 2002). *Trees, Plants and Their Uses*. Timmins, ON: Ojibway and Cree Cultural

Ontario, G. O. (n.d.). Environmental Education. Retrieved September 08, 2017, from <http://www.edu.gov.on.ca/eng/teachers/enviroed/publications.html>

*The Ontario curriculum Environmental Education, Grades 9-12. Scope and sequence of expectations.* (2017). Toronto: Ontario Ministry of Education.

## ***Program Planning***

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. At all times possible, real-world connections will be made in terms of the tasks and experiences students are asked to complete throughout this course (e.g., while learning mapping techniques, students may be asked to map an outdoor area or the classroom). Any accommodations or modifications that are required throughout this course will be individually addressed as they are made apparent.

Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program. Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are also made to the learning preferences of the student population and lessons can be adjusted for individual students as required.