

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: Health and Physical Education

Ministry of Education Course Title: Healthy Living and Outdoor Activities

Grade Level: 10

Ministry Course Code: PAD20

Teacher's Name: Michael Kecskemeti

Developed by: Shea Henderson Date: June 2013

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 9 to 12: Health and physical education*. Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

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

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

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. Students will hear from KiHS Community elders via video about the significance of the land. Furthermore, some

basic practical skills of orienteering and ecological identification will be introduced. 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. An emphasis is placed on extreme weather conditions encountered in many Northern Communities (winter conditions).

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. Students will learn about snaring and wild harvesting through the lens of Indigenous knowledge-keepers. 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. Students are asked to critically examine the role of nature and wilderness experiences as an alternative to high-risk behaviors (substance abuse) that are prevalent in many Northern Communities.

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. Through the journals students will reflect on their relationship to the land and the new knowledge they've gained from Community members, elders, their peers, and the land itself.

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. This activity gives the students a chance to use planning skills developed in the course to experience the land alongside their peers and Community members.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

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 percent 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. 41).

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	13
	Thinking	Thinking skills Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analyzing and interpreting information; forming conclusions)	19
	Communication	Communication of information and ideas Communication for different audiences and purposes Use of various forms of communication (e.g., interview, short report)	19
	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)	19
		Knowledge/Understanding	6

Final Evaluation (30%)	Culminating Activity (30%)	Thinking	8
		Communication	8
		Application	8
TOTAL			100

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 all 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
- Culminating activity

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

- Bondar, R. (2007). *Shaping our schools, shaping our future: environmental education in Ontario schools: report of the Working Group on Environmental Education*. Queens Printer for Ontario.
- Gilbertson, K. (2006). *Outdoor education: methods and strategies*. Human Kinetics.
- Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Milkweed Editions.
- MyBlueprint. (2017). *MyBlueprint education planner*. www.myblueprint.ca
- Ontario Ministry of Education. (n.d.). Environmental education. <http://www.edu.gov.on.ca/eng/teachers/enviroed/publications.html>
- Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>
- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 9 to 12: Health and physical education*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
- Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community.

Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.