



Outdoor Education 110

(2017)

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Table of Contents

Acknowledgments	3
1. Introduction.....	6
1.1 Mission and Vision of Educational System.....	6
1.2 Atlantic Canada Essential Graduation Competencies (Draft, 2015)	6
2. Pedagogical Components	8
2.1 Pedagogical Guidelines	8
Diverse Cultural Perspectives.....	8
Universal Design for Learning	8
English as an Additional Language-Curriculum	9
2.2 Pedagogical Guidelines	10
Assessment Practices	10
Formative Assessment	10
Summative Assessment	11
Cross-Curricular Literacy	11
3. Subject Specific Guidelines	12
3.1 Rationale	12
3.2 Course Description	13
3.3 Curriculum Organizers and Outcomes	14
Outcomes.....	16
4. Curriculum Outcomes	19
5. Bibliography.....	30
Common Content	30
Subject Specific.....	30

1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, where all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

“To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”

1.2 Atlantic Canada Essential Graduation Competencies (Draft, 2015)

Essential Graduation Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The Essential Graduation Learnings statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems’ missions are met by design and intention. The Essential Graduation Learnings statements are supported by curriculum outcomes.

Essential Graduation Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the Essential Graduation Competencies prepares students to continue to learn throughout their lives. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

Creativity and Innovation	<i>Learners are expected to engage in creative processes, to make unforeseen connections, and to generate new and dynamic ideas, techniques and products. They value aesthetic expression and appreciate the creative and innovative works of others.</i>
Citizenship	<i>Learners are expected to act responsibly and contribute positively to the quality and sustainability of their environment, communities and society. They assess the social, cultural, economic and environmental interconnectedness and act as stewards in a local, national and global context.</i>
Communication	<i>Learners are expected to express themselves effectively through a variety of media. They listen, view and read for information and enjoyment.</i>

Personal and Career Development *Learners are expected to become self-aware and self-directed individuals who set goals, make thoughtful decision regarding learning, health and wellness, and career pathways, and take responsibility for pursuing their goals throughout life.*

Critical Thinking *Learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.*

Technology Fluency *Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning and career and personal goals.*

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

Universal Design for Learning is a “framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also “...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners options for acquiring information and knowledge
- **Multiple means of action and expression:** provide learners options for demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at the [CAST website](#), download the [UDL reference handout](#), or refer to the appendices section of this document.

UDL is neither curriculum nor a checklist. If it were either one of those things, it would oversimplify the act and professionalism of teaching. As an educator, you have taken courses in pedagogy, classroom management, and theory. You have a collection of tools, resources, and strategies you have learned recently or over the years. The structure of UDL guides you to actively, attentively, and purposely pull from that collection. It also asks you to possibly think differently. The Difference: Because UDL is a framework versus a curriculum, teachers are in full control in designing the learning environment and lessons (p. 4, *Design and Deliver*).

Louis Lord Nelson (2104) suggests the following reflective questions to support planning (p. 134):

When I plan my lessons do I:

- *Have a clear goal?*
- *Know how I am going to measure whether students have met the goal?*
- *Create activities and assignments that guide students toward the lesson goal?*
- *Create lessons and activities designed with options mentioned under the three principles of Engagement, Representation and Action and Expression?*
- *Create assessments directly related to the lesson's goal?*
- *Create assessments designed with the options listed under Action and Expression?*
- *Use a variety of tools and resources to create my lesson plans?*

Nelson makes the following recommendation:

Start small. Choose one focus within the framework. Choose one focus within your practice. Enlist the involvement of other teachers, and talk with each other about your experiences. Trade suggestions. Share experiences. Share successes. Watch for change. (p. 136)

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

English as an Additional Language-Curriculum

Being the only official bilingual province, New-Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The N.B. Department of Education and Early Childhood Development (EECD) provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency

through an inclusive learning environment. NB EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2 Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected throughout the learning cycle. Teachers use their professional skills, insight, knowledge, and specific criteria to determine student performance in relation to learning outcomes. Assessment is more effective if it is ongoing, participatory (formative assessment), rather than reserved for the end of a period of learning to determine a mark (summative evaluation). Each type of assessment has a different purpose, but all should be used to inform decisions regarding teaching and learning. Classroom assessment practices should be “balanced” (i.e., include both types), but the emphasis needs to be placed on ongoing formative assessment.

Evidence of learning needs to be collected from a variety of sources throughout the year. Some examples of assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Role plays
- Technology Applications
- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Career Portfolios
- Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the [Formative Assessment](#) document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in the area of assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site at:

<https://portal.nbed.nb.ca/tr/AaE/Documents/,DanaInfo=portal.nbed.nb.ca,SSL+Assessment%20Framework.pdf>

Cross-Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school. All New Brunswick curricula include references to literacy practices and materials are available to embed explicit strategies for strengthening comprehension and to help teachers strengthen their students' reading skills.

Key documents that highlight specific cross- curricular strategies include: [K-2 Literacy Look Fors](#), [3-5 Literacy Look Fors](#), [Cross-Curricular Look Fors](#) (Grades 6-12) and [Cross-Curricular Reading Tools](#). These documents describe learning environments and key strategies that support cross-curricular literacy practices.

3. Subject Specific Guidelines

3.1 Rationale

Outdoor education can be described as experiential learning in, for, or about the outdoors and typically involves wilderness-based experiences in which students learn how to participate in a safe manner in a variety of outdoor activities such as hiking, climbing, canoeing, camping, etc.. It draws upon the philosophy, theory and practices of experiential and environmental education and offers students a range of learning experiences. Through interaction with the outdoors, Outdoor Education aims to develop an understanding of self, others and the natural world. It provides students with opportunities to develop essential life skills and physical activity skills, as well as, opportunities to develop a comprehensive understanding of the environment and develop a positive relationship with nature.

The research evidence on Outdoor Education suggests that it can have a positive impact on an individual's attitudes, beliefs and self-perceptions positively influencing independence, confidence, self-esteem, self-control, self-efficacy, personal effectiveness and coping strategies. It also impacts positively interpersonal and social skills such as social effectiveness, communication skills, group cohesion and teamwork.

Outdoor Education exposes students to the natural environment in unique and enriching ways that allow them to develop lifelong connections critical for a healthy and sustainable future. Frequent experiences in the outdoors develop in individuals an affiliation with nature that can evolve into an informed, proactive and lifelong responsible use and protection of the natural environment.

Outdoor Education has for many years been seen as an experiential process of learning by doing which takes primarily outside. Experiential learning means learning from experience and then reflecting about the experience in order to develop new skills, attitudes and ways of thinking. It is based on constructivist learning where the outcomes of the learning process are varied and to some extent unpredictable and where learners play a critical role in assessing their own learning.

Due to the fact that Outdoor Education is an active process and not a passive process of learning, it requires active participation from all students and it is the quality of these activities that lead to the achievement of the curriculum outcomes. Personal growth is achieved through the combination of challenge, mastery and success in those activities. Giving students the ability to choose allows them to set their own goals and define 'success' for themselves. Challenge by choice, initially coined by Karl Rohnke and adopted by Project Adventure, is a strategy built to encourage challenge, increase risks taken within student's stretch/learning zone and enhance learning. Its goal is to engage all students in the activities by invitation and not coercion.

In essence, Outdoor Education promotes active learning through direct personal experience and offers enjoyable yet challenging adventures within a framework of safety. It can have powerful impact upon a student's overall well-being and increase self-confidence and self-esteem allowing each student to develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

3.2 Course Description

Outdoor Education 110 provides students opportunities to explore, various outdoor activities such as camping, backpacking, hiking, canoeing, cross-country skiing, snowshoeing, orienteering, etc., in a safe and respective manner. Students will step outside of their comfort zones to learn first-hand the values of intelligent risk-taking, perseverance and resilience. Contributing to the development of their well-being, this outdoor education course also teaches students about themselves as it forges strong interpersonal relationships. In addition, students will gain greater insight, appreciation, concern and knowledge about the outdoor environment and the opportunities that it holds for educational, recreational and economic benefit.

Students will be expected to satisfy specific requirements to complete a series of out-trips that may be day-trips, overnight excursions or extended trips. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives. Also throughout the course students will take part in many team-building activities and group problem solving initiatives, where students learn to communicate and support one another to reach their goals, improve self-esteem, develop leadership skills, develop strategies that enhance decision-making, and to respect the differences within a group.

GUIDELINES FOR IMPLEMENTATION

This course should be offered under the following conditions:

- Outdoor Education 110 is an elective course for students with a special interest in outdoor physical activity and challenges, who value healthy, active living and respect their natural surroundings.
- In this course, students will experience the world beyond the classroom as they enhance skills in the areas of leadership, teamwork, resiliency, outdoor survival skills and in understanding the natural environment. Utilizing resources in the school and the community's natural setting, activities could include hiking, winter camping, shelter building outdoor cooking, rappelling, canoeing, etc. Given the nature of the activities, students will be frequently exposed to situations which demand a high level of initiative, maturity, responsibility and dependability.
- Physical Education and Health Grade 9/10 is a pre-requisite to Outdoor Education 110. Students may be required to apply for admission to the course and applications will be screened by the Outdoor Education teacher and the Education Support Teacher-Guidance.

- Students who enrol in this course must be committed to creating a social environment that supports responsibility and respect of self, others and the environment. This requirement is essential; a lack of respect or responsibility can create safety concerns during activities. In view of the safety implications of this course, some students may not be accepted.
- The number of students admitted to this course is limited to a maximum of eighteen in order to respect the supervision ratios outlined in the [New Brunswick Physical Education Guidelines](#).
- This course does not require continual specific gymnasium time as the instruction and practical skills are performed in the outdoor environment.
- Additional time outside of regular school hours will be required for some course projects and/or activities. Students should be made aware of the course requirements, as well as, the evaluation process before enrolling. Student interest and parent/guardian support are imperative to the success of this course.
- Resource people from the school, district and the community could be used to assist in the delivery of the curriculum.
- In order to instruct an activity within this course instructors must have appropriate certification where such certification is offered by a national body, as outlined in the [New Brunswick Physical Education Guidelines](#).
- To teach this course, teachers must have their First Aid Certification from an accredited provider (i.e.: St. John Ambulance, Canadian Red Cross Society, Heart and Stroke Foundation, Lifesaving Society, etc.) and it is highly recommended that they have their Wilderness First Aid Certification (minimum 20 hr course) from an accredited provider (i.e.: Canadian Red Cross Society; Sirius, etc.).

3.3 Curriculum Organizers and Outcomes

Curriculum Organizers

The Outdoor Education Curriculum has been divided under strands. A strand consists of prescribed learning outcomes that share a common focus. The four strands are:

Personal and Social Development: one of the predominant educational aims of outdoor education is personal and social development. An increase in self-concept due to an outdoor education experience is often perceived as one of the most important dimension of personal and social development. A good method for students to understand themselves and their relationships with other is through outdoor education. In addition, teamwork and group development are key to many outdoor

education programs. Under this strand students will get a better appreciation of themselves and others, develop communication skills, as well as, other skills such as trust, decision making, needed for effective group dynamics.

Fundamental Core Skills: Many technical skills are required for safe participation in outdoor activities and are fundamental to daily living in the outdoors. These include both navigation/travel skills (e.g. compass reading, backpacking, canoeing) and living skills (e.g. cooking and shelter building). Topics and activities covered in this strand include: using a map, compass and GPS; knot tying, belaying, climbing activities, water activities (kayak, canoe), winter activities (skiing, snowshoeing), cycling, caving, backpacking, archery, as well as the development of wilderness and survival skills.

Environmental Awareness/Sustainability: in the vision statement of the Framework for Environmental Learning and Sustainability in Canada it states that: *“Canadians of all generations and from all sectors of society are given opportunities to engage in environmental learning and sustainability within and beyond the classroom walls where good questions can be asked and meaningful dialogue can take place. With increased awareness, knowledge, skills, attitudes, values, and motivation, Canadians can become more ecologically literate and act competently to build a sustainable future for humans and ecosystems.”* In this strand, students will develop an awareness and appreciation of the environment, as well as an understanding of ecological principles. In all of their activities they will practice the Leave No Trace Principals. Topics in this strand include scientific and cultural weather interpretations; wildlife and their habitats; stewardship, and environmental ethics. They will develop mindfulness through awareness and sensitivity of their natural surroundings; reflection on sounds, noises and patterns, and human relationships with nature.

Wellness: As stated in the New Brunswick Wellness Strategy, *“wellness is the optional state of health and well-being of individuals and groups. It is the ability of people and communities to reach their fullest potential, both in terms of health and fulfillment of purpose. The active pursuit of good health and the removal of personal and societal barriers to healthy living are key elements to achieving wellness.”*

Wellness is a balanced state of emotional, intellectual, physical, social, environmental, occupational and spiritual well-being that enables students to reach their full potential in the school community. Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions.

Under this strand, students will look at the dimensions of wellness and the physical, social, environmental, emotional, intellectual, occupational, spiritual importance of being physical and mentally fit. They will develop perseverance and resiliency by learning how to manage emotions and learning the concepts of challenge by choice and the challenge circle. They will learn the differences between controlled risk and uncontrolled risk, as well as, perceived risk and actual risk. They will be able to assess risk in relation to personal skills and abilities in a variety of challenges.

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. There are 4 general outcomes for this curriculum:

Personal and Social Development:

1. *Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.*

Fundamental Core Skills

2. *Students will acquire the competencies needed for safe participation in a variety of outdoor experiences.*

Environmental Awareness/Sustainability

3. *Students will develop lifestyle strategies that nurture contact with the natural world and ways to sustain it.*

Wellness

4. *Students will engage in the development of their wellbeing and the wellbeing of others through exploration and learning in the outdoors.*

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

A summary chart of the specific outcomes can be found on page 17.

Curriculum Outcomes Summary Chart

Personal and Social Development

General Curriculum Outcome	Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.
Specific Curriculum Outcomes	1.1 develop respect and appreciation for self and others;
	1.2 utilize effective communication skills in various situations, and;
	1.3 demonstrate effective interpersonal and intrapersonal skills in group process.

Fundamental Skills

General Curriculum Outcome	Students will acquire the competencies needed for safe participation in a variety of outdoor experiences.
Specific Curriculum Outcomes	2.1 utilize navigation skills in different contexts;
	2.2 apply the necessary skills required for safe and comfortable participation in a variety of physical activities, and;
	2.3 develop wilderness and survival skills.

Environmental Awareness

General Curriculum Outcome	Students will develop lifestyle strategies that nurture contact with the natural world and ways to sustain it.
Specific Curriculum Outcome	3.1 demonstrate an awareness and appreciation of their natural surroundings, and;
	3.2 apply strategies for sustainability in our natural world.

Wellness

General Curriculum Outcome	Students will engage in the development of their wellbeing and the wellbeing of others through exploration and learning in the outdoors.
Specific Curriculum Outcomes	4.1 value the natural world for its varied health benefits;
	4.2 develop perseverance and resiliency, and;
	4.3 assess risk in relation to personal skills and abilities.

4. Curriculum Outcomes

Personal and Social Development

GCO 1	Students will develop responsible and social behavior that respects self and others.
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By the end of this course, students will:

SCO 1.1	develop respect and appreciation for self and others;	
Concepts and Content (learning focus)	Achievement Indicators	
Self-concept, knowledge of self, accepting individual differences and opinions, compassion, recognition of themselves as individuals and as members of a group, individual beliefs and lifestyles that define them, personal strengths	Students will be able to explain their individual strengths and challenges and recognize strengths in others, as well as accept individual differences and opinions. Students will be able to model respect by listening to others when they are talking, being compassionate towards others, using appropriate language, honoring other students personal space and property, as well as, honoring their successes.	
Resources		
Rubrics: Personal and Social Dev.	Websites: Wilderdorn Wilderdorn Games and Initiatives Multiple Intelligence Test Ubuntu Cards Ultimate Camp Resource	Document: UDL Lesson Plan - Respect A Handbook of Ideas Full-value Contract/Challenge by Choice

SCO 1.2	apply effective communication skills in various situations, and;	
Concepts and Content		Achievement Indicators
Learn to listen (clarification and reflection skills), aware of other people’s emotions, empathy, encouragement, effects of communication on others		Students will be able to listen attentively to others and relay what others are saying. They will use encouraging words to support their peers. Students will use non-verbal cues for communication. They will share their opinion during debriefing following activities.
Resources		
Rubrics: Personal and Social Dev.	Websites: Roles in Groups Ultimate Camp Resource Wilderdom Wilderdom Games and Initiatives	Document: UDL Lesson Plan Communication

SCO 1.3		apply effective interpersonal and intrapersonal skills in group process.	
Concepts and Content		Achievement Indicators	
<p>Interpersonal Skills: team work (team player); problem solving, decision making, cooperation, unselfishness, empathy, responsibility of actions as members of a group; various roles within a group, acceptance, engage with others, trust, following procedures, leaderships, conflict resolution</p> <p>Intrapersonal Skills: emotions and manage emotions, patience; perseverance, creating a safe environment, trust, taking measured risks, compassion</p>		<p>Students will be able to manage their emotions, stay calm and balanced under challenging situations. They will also be able to manage conflict with others. When working in groups they will be able to contribute to it and also accept contribution from others. They will work together and collaborate towards a common goal and assume various roles within a group and follow directions in group settings. They will be able to trust others with their physical, emotional and social safety and be trusted by others. They will demonstrate leadership roles within a group.</p>	
Resources			
<p>Rubrics: Personal and Social Dev.</p> <p>Video: Intrapersonal and Interpersonal Relationships</p>		<p>Websites: Skills You Need Ultimate Camp Resource Wilderdorn Wilderdorn Games and Initiatives Adventure Curriculum for PE</p> <p>Assessment: Rubrics for Cooperative Games Team Report Card Cooperative Games Self-reflection for Cooperative Games Sample Questions for Debriefing</p>	
		<p>Document: UDL Lesson Plan Inter/Intra Pers Skills</p> <p>Resources: <i>Initiative Games Book</i> by Karl Rohnke; <i>Silver Bullets: A Revised Guide to Initiative Problems, Adventure Games and Trust Activities</i> by Karl Rohnke; <i>Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses and Adventure Curriculum</i>, by Karl Rohnke; <i>Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership</i> By Karl Rohnke and Steve Butler</p>	

Fundamental Skills

GCO 2	Students will acquire the competencies needed for safe participation in a variety of outdoor experiences.
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By the end of this course, students will:

SCO 2.1	utilize navigation skills in different contexts;	
Concepts and Content	Achievement Indicators	
Map and compass, GPS, natural indicators (i.e.: sunrise, sunset, prevailing winds, stars, moon, shadow stick method, footprint in the snow, etc.); trip and route planning	Students will be able to interpret a variety of maps, use a compass effectively and then utilize both together to successfully navigate their way outdoors. They will be able to triangulate their position in a variety of outdoor settings. They will also be able to use a GPS and list natural indicators that could help them identify their location and which directions they need to go. Using their navigation skills, maps and compass, they will then be able to determine the best routes when planning trips.	
Resources		
Rubrics: Fundamental Skills	Websites: Toporama – Atlas of Canada Orienteering NB Orienteering Lesson Plans (BC) Geocaching The Natural Navigator	Documents: UDL Lesson Plan Navigation
Videos: Map and Compass Skills – Survival on Purpose Orienteering Videos (USA) Myths of the Night Sky: Constellations	Resource: <i>GPS Outdoors: A practical guide for outdoor enthusiasts</i> by Russell Helms <i>Map and Compass</i> by Cliff Jacobson	

SCO 2.2	apply the necessary skills required for safe and comfortable participation in a variety of physical activities, and;	
Concepts and Content	Achievement Indicators	
Knot tying, belaying, climbing activities (high ropes, rappelling, rock climbing) , water activities (swimming, kayak, canoe), winter activities (skiing, snowshoeing), cycling, caving, backpacking, camping, archery, etc.	Students will be able to use appropriate and safe skills in various activities and combine various technical skills in different wilderness activities. Students will be able use proper technical language to ensure clear communication.	
Resources		
Rubrics: Fundamental Skills	Websites: Grog Animated Knots Ancient Portage Trails	Document: Safety Guidelines for Physical Education in New Brunswick
Videos: Top Five Useful Knots for Camping, Survival, Hiking and More Safety Guidelines for Physical Education in New Brunswick E-learning Module	Resources: <i>101 Step-By-Step Knots</i> by Geoffrey Budworth <i>Deck of Knots</i> (cards) by Des Pawson <i>Knots for the Outdoors</i> by Cliff Jacobson	

SCO 2.3	develop wilderness and survival skills.	
Concepts and Content	Achievement Indicators	
<p>Trip and route planning, emergency planning, appropriate equipment use (i.e. backpacks, tents, sleeping bags, saw, hatchets, etc.), appropriate dress and footwear, healthy menu planning, food preparation; outdoor cooking (camp stoves, fire, Dutch ovens), fire starting, shelter building, first aid, water gathering, filtration and purification, wild edibles, methods for being found and staying safe</p>	<p>Students will be able to plan and prepare for a safe wilderness trip including adapting to unpredictable events. They will be able to assess appropriate equipment needed for various wilderness activities. Students will be able to start a fire in various situations using various methods and build a shelter respecting environment factors. They will be able demonstrate a general knowledge of basic first aid applicable to wilderness situations. Students will be able to discuss ways of gathering, filtering and purifying water. They will be able to identify various wild edibles and will also be able to list various methods for being found and for staying safe if lost. In any situation, they will be able to propose solutions to solve any problems.</p>	
Resources		
<p>Rubrics: Fundamental Skills</p> <p>Video: Dutch Oven Cooking 101 Weekend Adventurer Canada Camping with Wildlife Dr. Popsicle</p>	<p>Website: Survival Resources and Skills (Canadian) Edible Plants of NB Basic Wilderness First Aid Backpacker</p>	<p>Document:</p> <p>Resource: The Ultimate Survival Manual – Canadian Edition Lodge CB101 Cookbook, <i>Camp Dutch Oven Cooking 101</i>. Cooking Book – <i>Dutch Oven and Outdoor Cooking</i> Y2K Edition</p>

Environmental Awareness

GCO 3	Students will develop lifestyle strategies that foster connections with the natural world and ways to sustain it.
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By the end of this course, students will:

SCO 3.1	demonstrate an awareness and appreciation of their natural surroundings, and;	
Concepts and Content	Achievement Indicators	
Review natural cycles (water cycle, food chains, carbon cycle) in practical settings; weather interpretations (scientifically and culturally); wildlife and their habitats; stewardship, and; environmental ethics Mindfulness, awareness and sensitivity of natural surroundings; reflection on sounds, noises and patterns, and; human relationships with nature; indicators of a healthy ecosystem (i.e.: presence of snails, proper land development, fish diversity, water quality, healthy watersheds, seagrass conditions, bank erosion, presence of woody debris, etc.)	Students will be able to identify flora and fauna that are common in their area. They will be able to make connections between weather phenomena and their interpretations. They will be able to attend to various stimuli in their environment. Students will be able to recognize the importance of preserving their natural environment. Students will be able to recognize indicators of a healthy ecosystem.	
Resources		
Rubrics: Environmental Awareness	Websites: Edible Plants of NB Native Animals of NB The Rock Cycle Interpreting Weather Weather Lore Four Directions Teachings Twelve Teachings of the Sacred Tree Canadian Wildlife Federation The Hydrologic Cycle The Healing Power of Plants	Documents: UDL Lesson Plan Food Chain Medicine Wheel (PPT) What Wetlands do for you (PDF) The Science of the Challenge – 10 Top Ways to Conserve Nature, David Suzuki (PDF) Connecting Canadians with Nature (PDF)

<p>Video: Earth's Water Cycle Under One Sky (IFAW) 5 Human Impacts on the Environment Four Directions Teachings Down2Earth Tsleil Waututh Nation Land & Water</p>	<p><u>Indigenous Knowledge & Sustainability</u></p> <p>Apps: Project Noah iNaturalist Scats & Tracks of North America iBird Lite Leaf Snap Florafolio TreeBook ExploreEcoNB</p>	<p>Resource: <i>Hiking Trails of New Brunswick</i> 3rd edition by Marianne Eiselt & H.A. Eiselt <i>Connecting With Nature: A Naturalist's Perspective</i> by Robert Stebbins</p>
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SCO 3.2	apply strategies for sustainability in our natural world.	
Concepts and Content	Achievement Indicators	
Understanding and practicing principles of leave no trace (preservation and protection of the environment)	Students will be able distinguish between appropriate and inappropriate practices that support the principles of leave no trace. They will demonstrate care for their environment through their own action and putting into practice the principles of leave no trace.	
Resources		
<p>Rubrics: Environmental Awareness</p> <p>Videos: Leave No Trace: 7 Principles The Story of Solutions (USA) The Story of Bottled Water (USA) This Land is Our Land (USA)</p>	<p>Websites: Leave No Trace (Canada) Leave No Trace (International) Leave No Trace (NOLS) Resources for Rethinking</p>	<p>Documents: Leave No Trace 7 Principles (PDF Poster)</p> <p>Resources:</p>

Wellness

GCO 4	Students will engage in the development of their wellbeing and the wellbeing of others through exploration and learning in the outdoors.
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By the end of this course, students will:

SCO 4.1	value the natural world for its varied health benefits;	
Concepts and Content	Achievement Indicators	
Dimensions of Wellness: physical, social, environmental, emotional, intellectual, occupational, spiritual	Students will be able to develop their overall well-being by participating in a variety of outdoor activities and explain two to three benefits gained from each dimension of wellness. They will be able to share with others their experiences and the many health benefits gained from outdoor activities, as well as, influence them in choosing to connect with the outdoors. Students will be able to engage in outdoor activities during their own leisure time.	
Resources		
Rubrics: Wellness	Websites: Canadian Wildlife Federation This is Your Brain on Nature (For teachers only) COEO – The Council of Outdoor Educators of Ontario	Documents: NB Wellness Strategy Reconnecting Children through Outdoor Education (PDF)
Videos: Nature RX Part 1 This is Your Brain on Nature Outdoor Education is...	Resources:	

SCO 4.2	develop perseverance and resiliency, and;	
Concepts and Content	Achievement Indicators	
Importance of being physical and mentally fit, managing emotions	Students will be able to use strategies to manage stressful situations. They will demonstrate perseverance when accomplishing certain challenges. They will be able to talk openly about their successes and failures and will be able to modify their behaviors to overcome future challenges. Students will be able to identify S.M.A.R.T. goals to successfully meet challenges. Students will also be able to relate the importance of physical fitness to specific outdoor activities.	
Resources		
Rubrics: Wellness	Websites: Grit and Resilience (Prezi)	Documents: Mental Fitness (PDF) Mental Fitness Portrait – CAR (PDF) Medicine Wheel (PPT)
Videos: Never Give Up! Famous Failures Trail Angel The Pleasure and the Pain	Resources:	

SCO 4.3	assess risk in relation to personal skills and abilities.	
Concepts and Content	Achievement Indicators	
Challenge by choice; challenge circle (comfort zone; stretch/learning zone; panic zone) Controlled risk and uncontrolled risk; perceived risk and actual risk	Students will be able select appropriate challenges in their stretch/learning zone based on their skills and knowledge. They will be able to recognize signs of individuals in uncomfortable situations who have gone beyond their stretch/learning zone. Students will be able to evaluate a situation to determine its risk level.	
Resources		
Rubrics: Wellness	Website: Challenge by Choice	Documents:
Videos:		Resources:

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