

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 be able to do the following:</i></p> <p>Outdoor activity skills and healthy living</p> <ul style="list-style-type: none"> • Participate in and lead a variety of outdoor activities • Develop and demonstrate a variety of skills for outdoor activities • Monitor exertion levels and energy levels of themselves and others • Monitor environmental conditions during outdoor activities • Analyze and explain 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 <p>Social responsibility</p> <ul style="list-style-type: none"> • Plan and implement ways to reduce potential impacts of outdoor activities on the local environment • Demonstrate and explain awareness of cultural and place-based sensitivities regarding the use of outdoor locations <p>Collaboration, teamwork, and safety</p> <ul style="list-style-type: none"> • Collaborate with others in a variety of outdoor activities • Demonstrate appropriate responses to emergency situations during outdoor activities • Demonstrate responsibility for personal safety and the safety of others • Anticipate and manage risks during different types of outdoor activities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • health benefits of outdoor activities • outdoor activity knowledge and skills • environmental conditions • First Peoples traditional practices and ecological knowledge related to activities in the local environment • the role of environmental awareness and stewardship in outdoor recreation and conservation • strategies for adapting and responding to changing conditions and emergencies • first aid skills and strategies for responding to emergencies • communication in emergency situations, including communication with emergency and rescue services • management of group dynamics and conflict in an outdoor environment • environmental stewardship for outdoor activities • maintenance, use, and care of equipment for outdoor activities • responsible use of the outdoor environment • group management and leadership skills

Learning Standards (continued)

Curricular Competencies	Content
<p>Outdoor leadership</p> <ul style="list-style-type: none">• Use applicable communication and outdoor leadership skills when interacting with others• Communicate and collaborate effectively with others on expeditions, on teams, and in the community	

Curricular Competencies – Elaborations

- **outdoor activities:** water-based, snow-based, land-based; in varied terrain and changing weather, temperature, and conditions
- **skills for outdoor activities:** could include:
 - stand up paddle (SUP) surfing: foot position and stance
 - cross-country skiing: position and weight transfer while stopping
 - biking: stopping under control
 - survival skills
- **nutritional considerations:** including food (e.g., food preparation, storage, and transportation; nutrition, foraging, cooking methods, leave-no-trace principles, hygiene), and water (e.g., treatment, sources, management)
- **reduce potential impacts:**

Seven leave-no-trace principles:

 - Plan ahead and prepare.
 - Travel and camp on durable surfaces.
 - Dispose of waste properly.
 - Leave what you find.
 - Minimize campfire impact.
 - Respect wildlife.
 - Be considerate of others.
- **cultural and place-based sensitivities:** recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship
- **outdoor leadership skills:**
 - Communication – could include being able to clearly communicate with their group and others, in a variety of settings and situations
 - Thinking – could include enhancing quality of program for participants, managing group dynamics problem solving
 - Personal and Social Responsibility – could include ensuring safety of self and others; appreciating, respecting, and preserving the natural environment

Content – Elaborations

- **health benefits:**

Key question:

- How does spending time outdoors help improve my physical and mental well-being?

- **environmental conditions:** adapting to changing weather, temperature, and other conditions

- **strategies for adapting and responding:** decision-making, clothing choices, management of group needs

- **communication in emergency situations:** different modes of communication could include whistle and arm signals, arm and paddle signals, radio, phone

- **group dynamics:**

Key question:

- How can I evaluate risk and what level of risk am I comfortable taking?

- **group dynamics and conflict:**

Key questions:

- How can I support other leaders?
- How can leaders involve their group in their decisions?

- **equipment:** including equipment for:

- food preparation and storage
- drinking water
- hygiene
- dealing with various environmental hazards (e.g., weather, wildlife, terrain)
- navigation
- communication