



## Board/Authority Authorized Course: **Discovering Self in Nature**

<b>School District/Independent School Authority Name:</b> Cowichan Valley	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 79
<b>Developed by:</b> Darren Hart, Jeremy Hart, Heather Roach, Brad Niessen, Rick Groicher, Karen Welwood & Adam Johnston.	<b>Date Developed:</b> September 2019
<b>School Name:</b> Frances Kelsey Secondary	<b>Principal's Name:</b> Jeff Rowan
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Discovering Self in Nature	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 1	<b>Number of Hours of Instruction:</b> 25
<b>Course Category:</b> Parks and Recreation	<b>Course Code:</b> YPR-1B1CR

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

**Teaching Requirements;**

- Basic First Aid
- Local knowledge of trails and wilderness sites
- Experience (past / present) in an outdoor setting / performing outdoor activities
- Experience managing emergency outdoor situations
- Experience managing large groups in an outdoor environment

**Equipment Required:**

- Hiking boots or sturdy shoes
- Day pack
- Water bottle

**Course Synopsis:**

Students will gain introductory experience to wilderness environments through a series of visits to local community parks, trails and sites. Through their explorations of these sites, students will become connected to the living environment that makes up many of the culturally significant places within the Cowichan Valley and beyond.

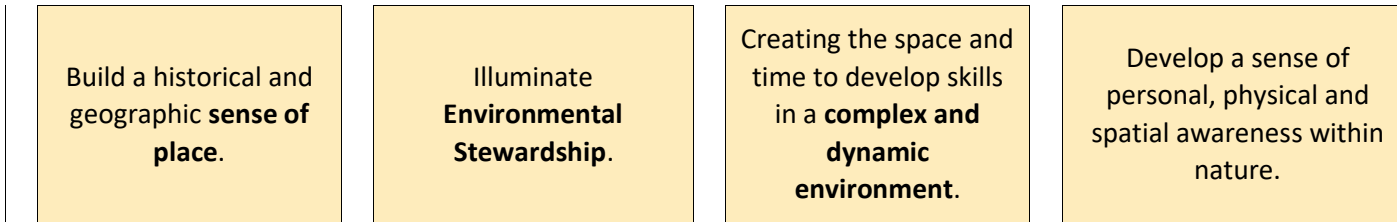
**Goals and Rationale:**

This course is designed to provide students with the opportunity to develop personal awareness of place within the community in which they live. The ultimate goal is to introduce students to the variety of outdoor locations that exist within our own community while at the same time learning the significance and importance of these places both past and present for our community as a whole.

**Indigenous Worldviews and Perspectives:**

This course will allow students to examine how B.C.'s Indigenous groups live/lived in unity with their natural environment prior to European contact while at the same time allowing the students to see the importance of this knowledge and understanding it in current real world situations. Our Indigenous Knowledge Keepers and First Peoples Principles of Learning (FPPL) will act as foundational pillars to assist with this understanding.

**BIG IDEAS**



**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• How to think critically and evaluate.</li> <li>• Evaluate past and present practices and their impacts.</li> <li>• Evaluate the political and personal impact of parks protected place on Indigenous community/nation.</li> <li>• Work collaboratively in potentially stressful situations.</li> <li>• Evaluate how B.C.'s Indigenous groups live/lived in unity with both natural environment prior to European contact.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Understand and access the importance of protected and shared wilderness places and parks within our community.</li> <li>• Understand and critique how past decisions have affected current practices and use of protected environmental places.</li> <li>• Discuss ways to reduce potential impacts of outdoor activities on the local environment.</li> <li>• Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.</li> </ul>

## Big Ideas – Elaborations

### **Sense of Place**

Students will have the unique opportunity to discover local parks and trails with an emphasis put on the significance of place and the importance of making connections to our community both past and present.

### **Environmental Stewardship**

Students will examine the importance of taking on an active role in local government and the policies surrounding the maintenance of natural, recreational, social, historic and economic wilderness sites.

### **Complex and Dynamic Environment**

Students will discuss and interpret links to past practices in an effort to understand real world uses of outdoor spaces and places.

### **Self-Reflection**

Students will be encouraged to demonstrate self-respect, personal awareness and responsibility.

## Curricular Competencies – Elaborations

### **Access and understand the importance of protected wilderness places and parks within our community.**

Key Questions:

- Why are community wilderness places and parks important parts of our community?
- What roll can Parks and Wilderness places make in creating a sense of local identity?
- How do wilderness places and parks contribute to our collective sense of community?

### **Analyzing how past decisions have affected current practices and use of protected environmental places.**

Key Questions:

- What were the past practices / uses of parks / wilderness spaces in our community?
- What are the current practices / uses of parks / wilderness spaces in our community?

### **Discuss ways to reduce potential impacts of outdoor activities on the local environment.**

Key Questions:

- What impacts have outdoor activities had on our local environment?
- What is the current balance between use and preservation of wilderness areas?

**Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.**

Key Questions:

- What historical connections do our local parks have?
- What are examples of place-based sensitivities that exist within our community?

**Think critically:**

- Self-evaluate and assess individual performance.
- Consider issues from a variety of perspective and world views.
- Understand one's self and the world around them.
- Reflect on the importance of the First Peoples Principles of Learning.

**Content – Elaborations**

**Make links to past and present.**

- Consider historical and present day uses of areas visited.
  - a. From an Indigenous perspective (past / present)
  - b. From the perspective of early European settlers.
  - c. From the perspective of modern day uses

**How to work collaboratively in potentially stressful situations.**

- Identify / clarify a problem or issue.
- Build relationships with other group members.
- Develop shared goals.

**How B.C.'s Indigenous groups live/lived in unity with both natural environment prior to European contact.**

- Identify examples of how our local Indigenous peoples both lived and continue to live in unity with their natural environment.
- Discuss ways in which this unity has been negatively impacted.
- Access ways in which efforts are currently being made to preserve this unity.

**Recommended Instructional Components:**

- Onsite Discussion.
- Onsite Problem-Solving Scenarios.
- Onsite Field Work.
- Onsite Critical Analysis.

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students
  - Focuses on the three components of the curriculum model; knowing, doing, understanding
  - Provides ongoing descriptive feedback to students.
  - Student involvement in assessment and feedback.
  - Indigenous learning circles for reflection, question, and group understanding.

**Learning Resources:****Local Sources;**

1. Local Indigenous Knowledge Keepers
2. Local parks and shared land use representatives
3. Community Museums

**Additional Information:**

While this 1 credit course will provide no certification, it will greatly enhance students' knowledge of the local environment as well as benefit those wishing to follow-up with outdoor related careers or professional certificates.