



## Board/Authority Authorized Course: **Introduction to Wilderness Survival 12**

<b>School District/Independent School Authority Name:</b> Cowichan Valley School District	<b>School District/Independent School Authority Number:</b> SD79
<b>Developed by:</b> Darren Hart	<b>Date Developed:</b> March 2018
<b>School Name:</b> Frances Kelsey Secondary	<b>Principal's Name:</b> Jeff Rowan
<b>Superintendent Approval Date:</b>	<b>Superintendent Signature:</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Introduction to Wilderness Survival	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120
<b>Course Category:</b> Parks and Recreation	<b>Course Code:</b> YPR-2A

**Board/Authority Prerequisite(s):** None

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

- Basic first aid training
- Experience (past / present) in an outdoor setting or with an outdoor linked organization or group. Ex;
  - Coast Guard Experience
  - Military Experience
  - Search and Rescue Experience
  - Parks / Forestry Experience
  - Guiding Experience
  - Documented Outdoor Education related courses / certificates

**Course Synopsis:**

Students will gain practical in-depth experience with B.C.'s living wilderness, wilderness navigation, wilderness survival, basic first aid and the psychology of being lost. All of these skills together will assist students should they ever encounter an emergency in a wilderness setting. The course will emphasize team building skills and teamwork in order to maintain a clear and calm perspective in what could become emotionally demanding situations. Depending on interest, students may be given the opportunity to take part in class outings designed to build on and enhance materials taught during the course. Fee's may apply for these optional outings.

**Goals and Rationale:**

This course is designed to provide students with the opportunity to develop a deeper personal awareness while practicing a variety of outdoor skills, problem solving in real life situations and the utilization of critical thinking skills both in and out of the traditional classroom setting. Students will work both independently and collaboratively in a variety of activities. Team work and the ability to critically think will be important pillars for this course.

**Indigenous Worldviews and Perspectives:**

This course will allow students to examine how did B.C.'s Indigenous groups lived in unity with both wildlife and nature prior to European contact while at the same time allowing the students to see the importance of this knowledge and understanding in current day 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**

<p><b>The Living Wilderness</b></p>	<p><b>The psychology of being lost.</b></p>	<p><b>Wilderness survival</b></p>	<p><b>Wilderness first aid.</b></p>	<p><b>Wilderness navigation.</b></p>
<p>Explore the elements of the living wilderness with a special focus on situations involving B.C.'s <b>predatory wildlife</b></p>	<p>Spending time outdoors allows us to develop an understanding of the natural environment and ourselves.</p>	<p>Participation in outdoor activities allows for the development of skills in a <b>complex and dynamic environment.</b></p>	<p>Participating safely in outdoor activities requires communication, teamwork, and collaboration.</p>	<p>Using both maps and a compass to <b>navigate</b> within the wilderness</p>

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Access and understand the critical components of BC's living wilderness.</li> <li>• Analyzing the <b>psychology behind being lost.</b></li> <li>• Explain and analyze how different techniques apply to different <b>critical survival scenarios.</b></li> <li>• Look at basic first aid techniques using the specific materials that you have available.</li> <li>• Practice Wilderness navigation techniques using a map and compass.</li> <li>• Plan and implement ways to reduce potential impacts of outdoor activities on the local environment</li> <li>• Demonstrate awareness of <b>cultural and place-based sensitivities</b> regarding the use of outdoor locations.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• How to identify and react to various animals found in the BC wilderness.</li> <li>• How to react if lost in the wilderness.</li> <li>• How to plan in specific survival situations if lost in the wilderness.</li> <li>• How to use a map and compass in the field.</li> <li>• How to carry out a basic first aid assessment and the potential considerations in a wilderness setting.</li> <li>• How to <b>think critically.</b></li> <li>• How to work collaboratively in potentially stressful situations.</li> </ul>

## Big Ideas – Elaborations

### The living wilderness

- Students will examine elements of the living wilderness with an in-depth focus on situations involving B.C.'s predatory wildlife. Links will be made to valuable lessons learned by the connections between B.C.'s Indigenous peoples and their connections to the land.

### The psychology of being lost

- Students will deeply examine the physiological elements that come into play when individuals find themselves lost.

### Wilderness Survival

- Students will interpret and analyze scenarios and participate in hands on learning opportunities relating to wilderness survival techniques.

### Complex and Dynamic Environment

- Students will discuss and explore in detail areas within the Cowichan Valley while making connections to the importance to these locations to Local Indigenous Communities.

### Wilderness first aid

- Students will discuss and interpret using both in-depth scenarios and hands on learning opportunities a basic introduction to wilderness first aid.

### Wilderness navigation

- Students will gain advanced experience using both map and compass in an effort to provide real world applications and valuable experience.

## Curricular Competencies – Elaborations

### Access and understand the critical component of BC's living wilderness

Key Questions:

- What do I already know about BC's wilderness?
- What are the predatory Animals found in BC?
- What lessons can I learn from how wildlife behaves?
- What things should I consider when coming into contact with various wildlife.
- How did Indigenous groups live in unity with both wildlife and nature prior to European contact?
- What can we learn from how Indigenous groups lived with both wildlife and nature?

### Analyzing the psychology behind being lost

**Key Questions:**

- What steps should I take if lost?
- How can I keep calm if lost?
- What can I do to increase my chances of survival and being found?
- What can I learn from real life case studies involving survival situations?

**Explain and analyze how different techniques apply to different critical survival scenarios**

**Key Questions:**

- What can I do to increase my chances of survival in a real-life survival situation?
- How do different seasons affect one's ability to survive?
- What can I learn from past stories of survival?

**Look at basic first aid techniques using the specific materials that you have available**

**Key Questions:**

- What are the key considerations in any wilderness first aid situation?
- What can I do to increase my odds of survival when dealing with a serious injury?
- How can I help someone who is seriously injured in a wilderness situation?
- What do I have in my back pack that may be useful in a first aid situation?

**Practice Wilderness navigation techniques using a map and compass**

**Key Questions:**

- What is route planning?
- How can a map and compass be used effectively in both a classroom and field setting?
- What different types of maps exist and what are their uses?

**Critical Survival Scenarios**

**Key Questions:**

- What makes a situation critical?
- How can environmental factors impact a survival situation?
- How can human factors impact a survival situation?

**Cultural and place-based sensitivities**

- recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship

## Content – Elaborations

### **How to identify and react to various animals found in the BC wilderness**

- Identify specific locations and climate zones in B.C.
- Identifying specific locations and climate zones on Vancouver Island.
- bear awareness.
- cougar awareness.
- track identification.
- fish and bird identification.
- Drawing connections to various Indigenous groups and how they used their wilderness surroundings to survive.

### **How to react if lost in the wilderness**

- Understanding the psychology behind fear and panic.
- Understanding the “will to live” (individual and environmental factors).
- Discussing lost person’s behaviour.
- Analyzing initial response techniques used in searching for missing persons.

### **How to plan in specific survival situations if lost in the wilderness**

- Identify the symptoms and treatment of Hypothermia and Hyperthermia.
- Select appropriate gear and clothing for different scenarios.
- Know the significance the “10 Essentials”.
- Demonstrate a variety of shelter making and signaling techniques.
- Describe food and water sources for survival purposes.
- Create safe drinking water using a variety of sources.
- Know when to stop and move.
- Understand the concept of layering.
- Analyze camp site locations for safety.
- Analyze resources available for survival situations.

### **How to carry out a basic first aid assessment and the potential considerations in a wilderness setting**

- Understanding the emergency action principles.
- Recognizing emergencies.
- Analyzing typical / most common wilderness injuries and related first aid responses.
- Understanding splinting.
- Identify first aid uses for no first aid materials carried in your backpack.

## Content – Elaborations

### How to use a map and compass in the field

- Utilize various types of maps.
- Demonstrate care for a map.
- Calculate distance using a map.
- Use UTM 6 figure grid coordinates, latitude and longitude to determine location and course.
- Learn to orient a map.
- Find safe routes utilizing contour lines, distinguishing roads and trails, topographical symbols and scale.
- Demonstrate triangulation to locate a position on a map.
- Transfer route details and information to a map.
- Identify the parts of a compass.
- Determine differences between true north, grid north, and magnetic north.
- Calculate and set declination.
- Take a bearing in the field from a map.
- Discuss factors influencing compass accuracy.
- Navigate around obstacles.
- Demonstrate distance accuracy through pacing.
- Distinguish between various travel difficulties in a given area of terrain.

### Think critically

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

### Recommended Instructional Components:

- Direct Instruction
- Group Work
- Problem Solving Scenarios
- Field Work
- Critical Analysis

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

- Focuses on the three components of the curriculum model; knowing, doing, understanding
- Provides ongoing descriptive feedback to students.
- Student involvement in assessment and feedback.
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- Student logs / critical reflection and design for learning.
- Indigenous learning circles for reflection, question, and group understanding.
- Inquiry based learning project looking at connections between the course content and the Coast Salish Peoples.

**Learning Resources:**

**Books:**

1. Camping & Wilderness Survival: The Ultimate Outdoors Book, Paul Tawrell, Gordon Soules Book Publishers LTD.
2. Northern Bush Craft, Mors Kochanski, Lone Pine Publishing
3. 98.6 Degrees: The Art of Keeping Your Ass Alive, Cody Lundin, Gibbs Smith Publishing
4. The Ultimate Guide to Wilderness Navigation, Barnes, Churchill, Jacobsen, The Lyons Press
5. Tom Brown's Field Guide to Wilderness Survival, Tom Brown & Brandt Morgan, The Berkley Publishing Group
6. Outdoor Safety and Survival, Judi Lees, Greystone Books
7. Leave No Trace: A Guide to the New Wilderness Etiquette, Annette McGivney, The Mountaineers
8. Justice Institute of B.C., Ground Search and Rescue Manual, Provincial Emergency Program

**Online Sources;**

1. <http://www.env.gov.bc.ca/bcparks/> (Excellent info for Bears and Cougars)
2. <https://firstpeoplesprinciplesoflearning.wordpress.com>

**Local Sources;**

## 1. Local Indigenous Knowledge Keepers

### **Additional Information:**

- This course will provide no certification for students however, it will greatly benefit those wishing to follow up with outdoor related careers or professional certificates.