

MODULE WLD1030: OUTDOOR EXPERIENCES 1 (SURVIVAL SKILLS)

Level:	Introductory
Theme:	Social and Cultural Perspectives
Prerequisite:	Emergency First Aid (current certification)
Module Description:	Students demonstrate the basic skills required for responsible participation in a range of outdoor activities.

Module Parameters: Access to an outdoor wilderness environment (e.g., one of Alberta’s six natural regions) and gear for outdoor expeditions.

Instructor training (current certification) in Standard Level First Aid is required; instructor training in First Aid in the Wilderness is recommended.

Teachers may find it desirable to access the services of a qualified Outdoor Guide in delivering components of this module.

Off-campus learning activities must be commensurate with previous levels of wilderness training and experience; day trips should precede extended overnight trips; experience in hardcover camping should precede potential softcover camping and/or emergency shelter camping opportunities.

Note: Specific learner expectations in Outdoor Experiences 1 and 2 link with the *National Occupational Standards for Outdoor Guide* (Alberta Tourism Education Council), and address core skills in Environmental Awareness, Camp and/or Trip Operation, Safety and Survival.

See Section C (Planning for Instruction) and Section H (Linkages/Transitions) of this Guide for further information on instructor training/certification and linkages.

Supporting Module: CTR1210 Personal Safety (Management)

Because of the practical nature of this module, students must have a general knowledge of basic first-aid and survival techniques relevant to wilderness environments. See Planning for Instruction in Section C for further information on student safety.

Note: WLD1030 and WLD2030 (Outdoor Experiences 1 and 2) provide opportunities for wilderness interaction at a personal level. This module sequence should place emphasis on developing skills that will enable students to safely observe and appreciate wildlife and habitat within one or more of Alberta’s six natural regions.

MODULE WLD1030: OUTDOOR EXPERIENCES 1 (SURVIVAL SKILLS) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> maintaining a log/journal of outdoor experiences that provides summative reflection on: <ul style="list-style-type: none"> individual and group preparedness, cooperation and responsibility observations of wildlife and habitat environmental ethics. <p><i>Assessment Tool</i> <i>Reflection Guide for Outdoor Experiences, WLDREF-OUT</i></p> <p><i>Standard</i> <i>Complete five log/journal entries; address criteria for reflection to a standard of 1 on the rating scale</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Wilderness Experience</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify, assess, avoid and/or respond to physical hazards that may be imposed by the natural environment; e.g.: <ul style="list-style-type: none"> particular terrain and conditions, including avalanche, rock slides, lake and river ice, and bush travel wildlife that may be encountered, including bears, bees, ticks, nonedible plants, snakes changes in weather conditions that may affect personal and group safety identify, assess, avoid and/or respond to physiological and psychological factors often associated with outdoor experiences; e.g., <ul style="list-style-type: none"> dealing with hypothermia, frostbite, dehydration and heat stroke understanding fatigue and when not to move coping with adversities, such as getting lost or hurt 	<p>Student safety must be a prime consideration in selecting learning activities within this module. Activities must be consistent with student knowledge and skill levels.</p> <p>Investigate hazards pertinent to a particular activity. View films and slide shows of outdoor activities that involve physical hazards.</p> <p>Invite guest speakers to present information and advice on expeditions.</p>

MODULE WLD1030: OUTDOOR EXPERIENCES 1 (SURVIVAL SKILLS) (continued)

Concept	Specific Learner Expectations	Notes
<p>Wilderness Experience (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list and explain necessary steps to take in emergency and survival situations in the outdoors; e.g.: <ul style="list-style-type: none"> – what to do if lost or separated from the group – first aid and emergency response to injury – construction of emergency shelters – how to gather food from edible plants – en route organizational strategies, including lead and sweep, regrouping procedures, pacing • select appropriate personal and group gear for outdoor activities; e.g.: <ul style="list-style-type: none"> – personal gear, with consideration to maintaining body temperature and protection from injury – group gear, to meet requirements for food, shelter, travel and emergencies • demonstrate safe use and appropriate care of outdoor hand tools, including knives, axes and saws • demonstrate safe procedures for building and using outdoor fires; e.g.: <ul style="list-style-type: none"> – signalling – warming – cooking • explain techniques used to plan, pack, carry and prepare foods during outdoor expeditions; e.g.: <ul style="list-style-type: none"> – nutritional requirements – portability and preservation factors – food preparation techniques – safe use of campfires • explain techniques that can be used to maintain hygiene during outdoor expeditions; e.g.: <ul style="list-style-type: none"> – water purification systems – food storage – personal health 	<p>Engage students in simulation activities, role playing and case studies.</p> <p>Review basic first aid and immerse students in emergency response situations.</p> <p>Have students present a “fashion show” or produce a video that demonstrates appropriate equipment and its use.</p> <p>Conduct maintenance clinic.</p> <p>Demonstrate techniques - — then plan and carry out a schoolyard “cookout.”</p> <p>Involve students in menu planning for a hypothetical or proposed field trip.</p> <p>Invite guest speakers from a health department or from national/provincial parks.</p>

MODULE WLD1030: OUTDOOR EXPERIENCES 1 (SURVIVAL SKILLS) (continued)

Concept	Specific Learner Expectations	Notes
Wilderness Experience (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain techniques for minimum impact/no-trace land use; e.g.: <ul style="list-style-type: none"> – guidelines for camping, controlling garbage, using water supply, using open fires and disposing of human waste – protection of flora and fauna. 	<p>Discuss principles of “ecotourism.” Consider carrying capacity of a local area in relation to minimum environmental impact.</p> <p>Cite examples of careers in tourism (e.g., outdoor guide, fishing guide) that promote minimum impact land use.</p>
Outdoor Travel	<ul style="list-style-type: none"> • plan and conduct safe outdoor expeditions in the natural environment; e.g.: <ul style="list-style-type: none"> – research information from a variety of sources, including maps, aerial photographs, guidebooks, journals and local experts – interpret route information by selecting reasonable destinations, estimating travel time and anticipating obstacles – apply knowledge and skills while en route, including map reading and compass skills, knowledge of terrain and route selection, and mapping of key landmarks and directions • use appropriate modes of travel to safely participate in outdoor activities; e.g.: <ul style="list-style-type: none"> – hiking/backpacking – cross-country skiing – snowshoeing – canoeing • demonstrate safe and unobtrusive techniques to examine wildlife and habitat; e.g.: <ul style="list-style-type: none"> – plant/animal identification – wildlife hazards – animal tracks and scat – animal behaviour/social patterns 	<p>Examine maps, research books and reference materials on particular field sites to be visited.</p> <p>Assess alternative routes with regard to time and preparation required for each.</p> <p>Conduct map reading and basic orienteering exercises in school yard.</p> <p>Plan and implement a sequence of skill development activities with a follow-up excursion.</p> <p>Develop appropriate observation techniques; practise observing students in a library, animals in the zoo, etc.</p> <p>Reference the activities and suggestions provided in <i>The Art of Seeing and Tracking</i>.</p> <p>Make plaster casts of animal tracks.</p> <p>Examine furs, skulls, bones, nests, etc.</p>

MODULE WLD1030: OUTDOOR EXPERIENCES 1 (SURVIVAL SKILLS) (continued)

Concept	Specific Learner Expectations	Notes
Outdoor Travel (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate minimum impact/no-trace land use while participating in outdoor expeditions; e.g.: <ul style="list-style-type: none"> – proper trail use, including the avoidance of trail widening – campsite care, including the use of fires and stoves, tent site selection and firewood selection – waste disposal techniques, including latrines, waste water disposal and garbage. 	<p>Observe human impacts on a wilderness area.</p> <p>Set up a model campsite in the school yard or a local park; practise minimum impact/no-trace land use.</p>