

## **MODULE WLD2030: OUTDOOR EXPERIENCES 2 (WILDERNESS EXCURSION)**

<b>Level:</b>	Intermediate
<b>Theme:</b>	Social and Cultural Perspectives
<b>Prerequisites:</b>	WLD1030 Outdoor Experiences 1 (Survival Skills) Emergency First Aid (current certification)
<b>Module Description:</b>	Students plan, prepare for and conduct an extended outdoor wilderness trip.

**Module Parameters:** Access to an outdoor wilderness environment 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) [Career Transitions Strand]

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 WLD2030: OUTDOOR EXPERIENCES 2 (WILDERNESS EXCURSION) (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• successfully participating in activities while en route that involve personal interaction with the wilderness environment.</li> </ul> <p><i>Assessment Tool</i>  <i>Task Checklist: Outdoor Experiences 2, WLD2030-1</i></p> <p><i>Standard</i>  <i>Complete four of the activities (as outlined in the task checklist) that involve personal interaction with the wilderness environment to a standard of 2 on the rating scale</i></p> <ul style="list-style-type: none"> <li>• a post-trip assessment that provides observations and personal impressions, and summarizes:               <ul style="list-style-type: none"> <li>– activities well done</li> <li>– problems encountered and suggested solutions</li> <li>– recommendations regarding future trips.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Post-Trip Assessment for Outdoor Experiences 2, WLD2030-2</i></p> <p><i>Standard</i>  <i>Achieve a performance rating of 2 in applicable areas of post-trip assessment</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction throughout the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

**MODULE WLD2030: OUTDOOR EXPERIENCES 2 (WILDERNESS EXCURSION) (continued)**

Concept	Specific Learner Expectations	Notes
<p>Trip Planning and Preparation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• establish specific objectives for an outdoor wilderness trip; e.g.:               <ul style="list-style-type: none"> <li>– goals and expectations</li> <li>– length of trip</li> <li>– destination</li> <li>– general schedule and agenda</li> </ul> </li>   <li>• incorporate guidelines for environmental awareness into trip planning and preparation; e.g.:               <ul style="list-style-type: none"> <li>– principles of ecotourism</li> <li>– consideration for carrying capacity of the area</li> <li>– strategies for minimum impact land use</li> </ul> </li>   <li>• identify and obtain appropriate supplies, equipment and personal gear for the trip; e.g.:               <ul style="list-style-type: none"> <li>– water and food</li> <li>– tents, stoves, axe</li> <li>– first-aid and survival kits</li> <li>– clothing and foot wear</li> <li>– toiletries</li> </ul> </li>   <li>• devise plan for weather and seasonal conditions; e.g.:               <ul style="list-style-type: none"> <li>– identify hazards particular to the area</li> <li>– listen to weather and news reports and forecasts</li> </ul> </li>   <li>• conduct a pre-trip assessment of supplies, equipment and personal gear; e.g.:               <ul style="list-style-type: none"> <li>– compare to trip checklist</li> <li>– assess quality, quantity and condition</li> <li>– assess relative to weather and seasonal conditions</li> <li>– obtain missing and/or specialty items</li> </ul> </li> </ul>	<p>Hold a pre-trip meeting with students and their parents/guardians prior to the excursion to confirm trip details. Obtain information regarding special needs (e.g., physical limitations, special dietary requirements). Discuss trip expectations.</p> <p>Obtain <i>Travel Alberta's Adventure Guide</i> (published annually) for a list of outfitters/guides available throughout the province.</p> <p>List potential environmental impacts that may result from the trip. Write before and after journal entries to document impact on a campsite.</p> <p>List all supplies and equipment to be taken on the trip. Identify items that may have significant environmental impact—note considerations for use or alternatives that would lessen impact.</p> <p>Establish methods of regular and emergency communication, and a contingency plan to be used if regular communication is interrupted.</p> <p>Compare supplies to checklist. Ensure all equipment is in satisfactory working condition. Pack supplies/equipment in waterproof containers.</p>

**MODULE WLD2030: OUTDOOR EXPERIENCES 2 (WILDERNESS EXCURSION) (continued)**

Concept	Specific Learner Expectations	Notes
<p>Trip Planning and Preparation (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• prepare supplies, equipment and personal gear for transportation</li> <li>• devise plan for courses of action to cope with potential emergency situations in the wilderness; e.g.:               <ul style="list-style-type: none"> <li>– extreme weather conditions</li> <li>– fire or flood</li> <li>– injury and illness.</li> </ul> </li> </ul>	<p>Potential linkages exist with the “First Aid in the Wilderness” certificate course (see Section H: Transitions/Linkages).</p> <p>Outline requirements for survival and first-aid kits.</p>
<p>Conducting and Concluding the Trip</p>	<ul style="list-style-type: none"> <li>• follow guidelines for safe outdoor travel; e.g.:           <ul style="list-style-type: none"> <li>– inform responsible person of travel plans</li> <li>– follow travel schedule as planned</li> <li>– use orientation and navigational skills</li> <li>– identify potential hazards and take necessary precautions</li> <li>– dress according to mode of travel, weather and season</li> <li>– watch for changes in weather conditions</li> </ul> </li> <li>• set up a wilderness camp site, following guidelines for comfort, safety and least possible environmental impact; e.g.:           <ul style="list-style-type: none"> <li>– select camp site considering:               <ul style="list-style-type: none"> <li>• site exposure and drainage</li> <li>• access to water and firewood</li> <li>• impact on flora and fauna</li> <li>• proximity to potential dangers</li> </ul> </li> <li>– erect tent or lean-to</li> <li>– assemble other amenities</li> <li>– protect food from wildlife and spoilage</li> <li>– protect equipment from the elements</li> </ul> </li> <li>• follow minimal impact guidelines in establishing:           <ul style="list-style-type: none"> <li>– latrine location and toilet procedures</li> <li>– wash area and procedures</li> <li>– fire site and use</li> <li>– methods of garbage and waste water disposal</li> </ul> </li> <li>• comply with local, provincial and federal legislation relevant to activities that are undertaken</li> </ul>	<p>Be aware of hazards particular to the area. Listen to weather and news reports. Carry survival equipment.</p> <p>Reroute, postpone or cancel trip if conditions threaten safety.</p> <p>Select dry, level ground. Consider potential hazards, including fire, rock slides, avalanches, dead materials close to shelter.</p> <p>Dig deep hole for toilet pit. Provide soil and environmentally friendly substance to decrease odour and speed decomposition. Use biodegradable soap.</p> <p>Consider land use, permits, seasonal restrictions, quotas, etc. Seek clarification if necessary. Report violations.</p>

**MODULE WLD2030: OUTDOOR EXPERIENCES 2 (WILDERNESS EXCURSION) (continued)**

Concept	Specific Learner Expectations	Notes
<p>Conducting and Concluding the Trip (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• assume outdoor camp duties on a rotational basis; e.g.:               <ul style="list-style-type: none"> <li>– meal preparation</li> <li>– camp maintenance and hygiene</li> </ul> </li> <li>• demonstrate practical knowledge and skills in at least three areas relevant to wilderness interaction; e.g.:               <ul style="list-style-type: none"> <li>– plant or animal identification</li> <li>– animal track and scat identification</li> <li>– use of equipment</li> <li>– survival skills</li> </ul> </li> <li>• monitor the activities of wildlife in the area and take precautions to avoid dangerous situations; e.g.:               <ul style="list-style-type: none"> <li>– observe animal behaviours</li> <li>– observe social patterns/relationships</li> <li>– identify wildlife hazards</li> </ul> </li> <li>• describe evidence of human impact on flora, fauna and/or natural habitat</li> <li>• follow appropriate procedures to break camp; e.g.:               <ul style="list-style-type: none"> <li>– pack supplies, equipment and personal gear</li> <li>– take down shelter</li> <li>– clean site</li> </ul> </li> <li>• conclude the wilderness trip and conduct a post-trip assessment; e.g.:               <ul style="list-style-type: none"> <li>– observations and personal impressions</li> <li>– problems encountered</li> <li>– recommendations regarding future trips.</li> </ul> </li> </ul>	<p>Have students participate in all areas of preparation, operation and clean-up. Alternate chores during trip.</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; examine fur, skulls, bones, nests, etc.</p> <p>Dispose of garbage properly. Store food safely. Maintain safe distance from wildlife.</p> <p>Do circle tour of camp— look for garbage and misplaced equipment.</p> <p>Develop a slide/tape presentation based on the outdoor trip.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• satisfaction with equipment and supplies</li> <li>• suitability of environment or route</li> <li>• inconsistencies between trip and expectations.</li> </ul>