



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan Skaha	School District 67
Developed by: John Buckley, Rich Corrie	Date Developed: March 2018
School Name: Princess Margaret Secondary - Penticton	Principal's Name: Roger Wiebe
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Adventure Tourism 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): PE 9

Special Training, Facilities or Equipment Required: Regular Classroom, 24 passenger Bus and Outdoor Field Experiences

Course Synopsis:

The Adventure Tourism 10 course is intended to expose students to the potential career opportunities in Adventure Tourism. Students will gain knowledge and skills towards post-secondary programs in the subject. Students will have the option to expand their experience through a career prep course with related area businesses to obtain extra credits towards graduation. The objectives of the course are to develop the interpersonal, technical, and organizational and hospitality skills required for the student to continue their personal involvement or possible career opportunities in adventure tourism sports.

The course will combine classroom sessions with technical skill introductions and on site sport specific training. Certification, seminars and practical experiences to complete career prep hours will be made available to students.

Goals and Rationale:

This course provides students the opportunity to learn, apply and evaluate adventure tourism skills in the school environment within class settings. Students will learn effective communication skills and techniques as they apply to Adventure Tourism. Students will explore subject content and find ways to connect personal attributes and interests to course assignments and projects. A critical component of this course is to have students identify needs within the school and plan ways to address them.

Adventure Tourism combines many skills and competencies, both curricular and core, through advanced project-based, hands-on outdoor opportunities in Adventure Tourism sports and activities. Students will need to **design and communicate** project ideas, explain purpose, and think critically about their effectiveness and impact in Adventure Tourism. **Creative thinking** is paramount in importance to this course as students engage in developing and implementing initiatives and experiences that positively impact the subject. Adventure Tourism provides students the opportunity to explore **positive personal and cultural identity** and **personal awareness** through an examination of individual values and strengths connected to the subject matter. Students should be aware of different possible careers and education opportunities and will be encouraged to be respectful of traditional ways of doing while experiencing the outdoors. In every element, Adventure Tourism 10 develops the definition and understanding of being **socially responsible** while planning and implementing experiences.

Goals:

- Develop an understanding and working knowledge of the definition of Adventure Tourism.
- To have students understand that different outdoor careers and educational opportunities exist in the subject.
- Identify personal strengths, skills and values specific to Adventure Tourism.
- Develop the knowledge concepts and awareness to safely undertake outdoor experiences.
- Develop personal competencies in a variety of Adventure Tourism activities and sports.
- This course is designed to challenge students to develop the confidence to participate in lifelong Adventure Tourism activities.
- Understand and develop an appreciation for the natural environment in Adventure Tourism Activities.

*Photography, Swimming, Food Safety, First Aid, Avalanche Awareness, Basic Rock Climbing, Search and Rescue, Paddling Skills, Outdoor Education, Hiking, Camping, Guiding, Wilderness Survival, Water Sports, Boating Operators Card and Snow Sports.

Aboriginal Worldviews and Perspectives:

- **Sharing circle** – opportunity for students to discuss current and complex issues in an open and respectful forum.
- **Consensus** – recognition of other people’s ideas and ability to openly discuss potential solutions to a challenge or issue.
- **Aboriginal concepts and language** – planning for and the purposeful inclusion and recognition of culture and language in leadership undertakings, initiatives, and gatherings.
- **Circle approach to thinking** – initiatives, challenges, and leadership is cyclical in nature and reflection is paramount
- Particular attention will be paid to the issue of **cultural appropriation**, and the ethical decisions that need to be considered when using Aboriginal symbols, traditions and techniques. This issue can be addressed through consultation with local Aboriginal people.

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	Participating safely in outdoor activities requires communication teamwork and collaboration	Develop an understanding of the possible careers and educational opportunities that exist in Adventure Tourism
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Outdoor activity skills and healthy living</p> <ul style="list-style-type: none"> • Participate in a variety of outdoor activities • Develop and demonstrate a variety of skills for outdoor activities • Monitor exertion levels, energy levels, and environmental conditions during outdoor activities • 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 awareness of cultural sensitivities regarding the use of outdoor locations 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • health benefits of outdoor activities • outdoor activity skills in a variety of settings, including different weather conditions and physical environments • 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 • preparation for outdoor activities • strategies for adapting and responding to changing conditions and emergencies • first aid skills for responding to emergencies • communication in emergency situations • management of group dynamics and conflict in an outdoor environment

Collaboration, teamwork, and safety

- Collaborate with others in a variety of outdoor activities
- Use applicable communication skills when interacting with others
- Demonstrate appropriate responses to emergency situations during outdoor activities
- Demonstrate responsibility for personal safety and the safety of others
- Assess and manage risks during different types of outdoor activities

Exploring Adventure Tourism

- Explore potential careers in Adventure Tourism
- Identify possible educational opportunities in Adventure Tourism

- Create assignments and projects in individual, dual and group settings
- Research and communicate possible career opportunities in the area of Adventure Tourism
- Identify post-secondary educational programs in Adventure Tourism

Big Ideas – Elaborations

Outdoor Activities- Expose students to the possible variety of activities and outdoor sports in Adventure Tourism.

Social Responsibilities- Develop an understanding and appreciation to the natural environment and human impact on environment.

Collaboration – Work together to design, create and implement projects, assignments and experiences in Adventure Tourism.

Teamwork- Create effective working groups in a variety of course experiences and situations.

Safety- Develop an awareness, an understanding and basic skills to create safe participation in course offerings.

Exploring- Research and explore the potential Careers and Post-Secondary programs available in Adventure Tourism.

Curricular Competencies – Elaborations

Curricular Competencies - Elaborations

Outdoor activity skills and healthy living

- **experience a variety of outdoor activities - hiking, rock climbing, paddle boarding, kayaking, cross country skiing, skate skiing, snowshoeing, downhill skiing, snowboarding, compass, GPS, geocaching.**
- **create a personal awareness of the necessary skills needed to safely participate in outdoor activities**
- **develop a personal understanding of themselves and their relationship with nature**
- **reflect on and develop strengths and abilities related to outdoor experiences**

Social responsibility

- **being respectful of the environment during outdoor activities**
- **consider a variety of ways that land can be used for numerous activities**
- **create an awareness of the value of protected park lands to society**

Collaboration, teamwork and safety

- **explain what it means to be a leader in an outdoor setting**
- **analyze the safety of various outdoor experiences**
- **encourage the skill of being an active listener during collaborative projects**
- **take on roles and responsibilities in an outdoor teamwork activity**

Exploring

- **research a variety of educational and career opportunities**
- **create and communicate a proposal for a potential adventure tourism business**

Content – Elaborations

Outdoor Activity:

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|-------------------------------------------------|----------------------------------------|-------------------------------------------------|
| 10 Introduce basic skills in adventure sports | 11 Review and develop moderate skills | 12 Review and develop advanced skills |
| 10 Expose students to introductory activities | 11 Apply skills in course activities | 12 Apply advanced skills in activities |
| 10 Introduce safety concepts and skills | 11 Describe safety concepts and skills | 12 Explain safety concepts and skills |
| 10 Discuss personal values in respect of nature | 11 Explain personal values of nature | 12 Reflect and create personal values of nature |
| 10 Recognize personal strengths/abilities | 11 Expand personal strengths/abilities | 12 Communicate personal strengths/abilities |

Social Responsibility:

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|---------------------------------------------|-------------------------------------------|------------------------------------------------|
| 10 Introduce environmental respect concepts | 11 Discuss environmental respect concepts | 12 Evaluate environmental respect concepts |
| 10 Outline possible AT land use options | 11 Describe AT land use options | 12 Create new AT land use options |
| 10 Introduce importance of park land | 11 Interpret the importance of park land | 12 Discuss and analyze the importance of parks |

Collaboration, Teamwork and Safety:

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|-----------------------------------------------|---------------------------------------------|----------------------------------------------------------|
| 10 Summarize leadership in an outdoor setting | 11 Discuss leadership in an outdoor setting | 12 Evaluate leadership in an outdoor setting |
| 10 Describe safety aspects in the outdoors | 11 Explain safety aspects in the outdoors | 12 Communicate safety aspects in the outdoors |
| 10 Introduce active listening skills | 11 Develop active listening skills | 12 Display and reflect on importance of active listening |
| 10 Understand the importance of teamwork | 11 Apply responsibilities in teamwork | 12 Reflect upon roles and responsibilities in teams |

Exploring:

- | | | |
|---------------------------------------------|---------------------------------------------|--------------------------------------------------|
| 10 Outline educational/career opportunities | 11 Analyze educational/career opportunities | 12 Evaluate educational and career opportunities |
| 10 Research and describe an AT business | 11 Create an adventure tourism business | 12 Present a proposal for an AT business |

Recommended Instructional Components:

- experiential learning
- project development
- direct instruction
- guest speakers
- self reflection

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

- Journals used to document trial-and-error, experiential learning
- Peer-assessment, and self-assessment
- Self-reporting
- Personal surveys

Summative:

- Student demonstrations of ability and showing evidence of knowledge and understanding
- Student self-reporting / teacher-monitored learning goal checklists
- Oral-response / student-teacher conferencing

Psychomotor Skills = 30%

Skills in various activities and experiences.

Cognitive Knowledge = 40%

Class work, assignments and projects.

Affective Participation = 30%

Participation in course & Final Practicum

Learning Resources:

- Backpacker 101
- Backpacker's Field Guide
- guest speakers
- professional guides
- videos
- computer lab resources

Additional Information: