STEWARDSHIP AND OUTDOOR SKILLS

* ENS 1010 Introduction to Stewardship
* ENS 1910 Project A Service Learning
* WLD 1130 Outdoor Survival Skills

Alberta Education Programs of Study:

**COURSE ENS1010: INTRODUCTION TO STEWARDSHIP**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop an understanding of the social, economic and political significance of environmental stewardship by creating a personal definition of *environmental stewardship* and examine the historical context of environmental stewardship.

**Outcomes:** The student will:

1. **define *environmental stewardship***

1.1 define *environmental stewardship* based on research and legislation

1.2 analyze personal experiences and interests in environmental stewardship; e.g., personal inventory

1.3 create a definition based on personal experience and relationship with the natural and built environment

**2. describe ways in which human intervention has affected the environment**

2.1 identify environmental factors influenced by human intervention; e.g., land-use practices, soil, water and air quality, wildlife habitat and natural areas

2.2 analyze and describe one or more justifications for human intervention; e.g., compare and contrast philosophies of conservation and preservation, declining reserves, environmental impact

**3. describe the nature of and approaches and areas of interest in environmental stewardship**

3.1 describe the historic and global development of environmental stewardship since the mid 19th century

3.2 describe the implementation of legislation and policies that impact environmental stewardship provincially, nationally and internationally

3.3 discuss different cultural views with regard to environmental stewardship; e.g., First Nations, Métis and Inuit, French Canadian, immigrant populations

3.4 describe various social, economic and political impacts of environmental stewardship

**4. demonstrate basic competencies**

4.1 demonstrate fundamental skills to:

4.1.1 communicate

4.1.2 manage information

4.1.3 use numbers

4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

4.2.1 demonstrate positive attitudes and behaviours

4.2.2 be responsible

4.2.3 be adaptable

4.2.4 learn continuously

4.2.5 work safely

4.3 demonstrate teamwork skills to:

 4.3.1 work with others

4.3.2 participate in projects and tasks

**5. make personal connections to the cluster content and processes to inform possible pathway choices**

5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

5.2 create a connection between a personal inventory and occupational choices

**COURSE ENS1910: ENS PROJECT A**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

**Outcomes:**

The teacher/student will:

**1. identify the connection between this project course and two or more CTS courses**

1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables

1.2 explain how these outcomes are being connected to the project and/or performance deliverables

**2. propose the project and/or performance**

2.1 identify the project and/or performance by:

2.1.1 preparing a plan

2.1.2 clarifying the purposes

2.1.3 defining the deliverables

2.1.4 specifying time lines

2.1.5 explaining terminology, tools and processes

2.1.6 defining resources; e.g., materials, costs, staffing

2.2 identify and comply with all related health and safety standards

2.3 define assessment standards (indicators for success)

2.4 present the proposal and obtain necessary approvals

The student will:

**3. meet goals as defined within the plan**

3.1 complete the project and/or performance as outlined

3.2 monitor the project and/or performance and make necessary adjustments

3.3 present the project and/or performance, indicating the:

3.3.1 outcomes attained

3.3.2 relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:

3.4.1 processes and strategies used

3.4.2 recommendations on how the project and/or performance could have been improved

**4. demonstrate basic competencies**

4.1 demonstrate fundamental skills to:

4.1.1 communicate

4.1.2 manage information

4.1.3 use numbers

4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

4.2.1 demonstrate positive attitudes and behaviours

4.2.2 be responsible

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4.2.4 learn continuously

4.2.5 work safely

4.3 demonstrate teamwork skills to:

4.3.1 work with others

4.3.2 participate in projects and tasks

**5. make personal connections to the cluster content and processes to inform possible pathway choices**

5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

5.2 create a connection between a personal inventory and occupational choices

**COURSE WLD1130: OUTDOOR SURVIVAL SKILLS**

**Level**: Introductory

**Prerequisite**: None

**Description:** Students develop and demonstrate the attitudes, skills and knowledge required

for responsible participation in a range of outdoor activities.

Note: WLD1130 Outdoor Survival Skills, WLD2130 Outdoor Excursion and

WLD3130 Outdoor Leadership provide opportunities for wilderness interaction at a personal level. This course sequence should emphasize the development of skills that enable students to safely observe and appreciate wildlife and habitat within one or more of Alberta’s six natural regions.

Parameters: An individual with current Emergency First Aid certification is required on site.

Supporting Courses: HCS2020: First Aid/CPR with AED, TOU1120: Adventure & Ecotourism 1

**Outcomes**: The student will:

**1. demonstrate and apply an understanding of responsible outdoor experiences**

1.1 select appropriate personal and group gear for outdoor activities

1.2 demonstrate safe use and appropriate care of outdoor hand tools, including but not limited to knives, axes and saws

1.3 demonstrate safe procedures for building and using outdoor fires; e.g., signaling, warming, cooking

1.4 describe techniques used to plan, pack, carry and prepare foods during outdoor expeditions

1.5 explain techniques that can be used to maintain hygiene during outdoor expeditions

1.6 plan and conduct safe outdoor expeditions in the natural environment, including but not limited to:

1.6.1 researching information from a variety of sources, including maps, aerial photographs, guidebooks, journals and local experts

1.6.2 interpreting route information by selecting reasonable destinations, estimating travel time and anticipating obstacles

1.6.3 applying 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

1.7 use appropriate modes of travel to safely participate in outdoor activities; e.g., hiking,

backpacking, snowshoeing, cross-country skiing, canoeing

**2. demonstrate the knowledge and skills necessary for safe outdoor activities**

2.1 identify, assess, avoid and/or respond to physical hazards that may be imposed by the natural environment, including but not limited to:

2.1.1 particular terrain and conditions, including avalanche conditions, areas prone to rockslides, lake and river ice, and bush

2.1.2 wildlife that may be encountered, including bears, bees, ticks, non-edible plants, snakes

2.1.3 changes in weather conditions that may affect personal and group safety

2.2 identify, assess, avoid and/or respond to physiological and psychological factors often associated with outdoor experiences, including but not limited to:

2.2.1 dealing with hypothermia, frostbite, dehydration and heat stroke

2.2.2 understanding fatigue and when not to move

2.2.3 coping with adversities, such as getting lost or hurt

2.3 list and explain the necessary steps to take in emergency and survival situations in the outdoors, including but not limited to:

2.3.1 what to do if lost or separated from the group

2.3.2 first aid and emergency response to injury

2.3.3 construction of emergency shelters

2.3.4 how to gather food from edible plants

2.3.5 en route organizational strategies, including lead and sweep, regrouping procedures, pacing

**3. demonstrate the knowledge and skills necessary to minimize environmental impact**

3.1 explain techniques for minimum impact and/or no-trace land use

3.2 demonstrate minimum impact and/or no-trace land use while participating in outdoor expeditions

3.3 demonstrate safe and unobtrusive techniques when examining wildlife and habitat

**4. demonstrate basic competencies**

4.1 demonstrate fundamental skills to:

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4.2 demonstrate personal management skills to:

4.2.1 demonstrate positive attitudes and behaviours

 4.2.2 be responsible

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4.2.4 learn continuously

4.2.5 work safely

4.3 demonstrate teamwork skills to:

4.3.1 work with others

4.3.2 participate in projects and tasks

**5. make personal connections to the cluster content and processes to inform possible pathway choices**

5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

5.2 create a connection between a personal inventory and occupational choices