

**Locally Developed Course**  
**Grande Yellowhead Public School Division**

**Water Experience**  
**35**

**Parks Canada (Palisades) Stewardship Education Centre**  
**Post-Immersion Course Package**



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## *Water Experience 35 Post-Immersion Sessions*

The following plans and activities are to be completed after the students visit the Palisades Stewardship Education Centre. Within this Post-Immersion package, you will find activities that will cover approximately 3 hours of classroom work.

### **Technology**

Students may require access to various technologies such as internet, PowerPoint, Movie Maker programs, cameras and even video cameras for their final projects in WE 35.

### **Final Presentation**

It is recommended that students have a chance to share what they have learned with their school and community. Whether this is through display boards in the school, participation in assemblies or a Water Experience night – where students can share with parents all that they have done, some sort of sharing is recommended.

### **Assignments**

Unless something different is arranged by the teacher in advance, the students will have completed 40% of their assignments in the Pre-Immersion portion of the course, and another 40% in the Immersion portion at the PSEC. The final 20% of their marks will be completed through two major projects during this Post-Immersion portion, with a reflection assignment as well. The Trip Planning project, the Careers project, and the Reflection assignment are explained in the student handouts.

In the three levels of Water Experience, there will be the following major final assignments:

WE 15

- Comparison project
- Lifelong Learning project

WE 25

- Lifestyle Analysis
- Invention

WE 35

- Trip Planning
- Careers Profile

## Session 1

Topics this class will cover:

- Reflections on the Immersion experience
- Final assignments

Learning outcomes:

- Students will share their impressions of the PSEC and the journey.
- Students will begin to organize their final assignments.
- Students will understand the components required in a good trip plan.
- Students will know where to search for information on learning opportunities and careers.

Lesson Preparation & Resources Needed:

- All student handouts are included in this Instructor's Notes package. Copies will need to be made before the course starts.

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1. Sharing time: What did you take away from your Immersion experience? Ask the students to share something out of their journal.
  2. Explanation & discussion of final assignments: There are two major assignments and a reflection that must be completed.
    - Students should be monitored when they are beginning these assignments to make sure they are on the right track with their thinking. Get students to bring out their notes from the Pre-Immersion portion of the course and their journals from their time at the PSEC.
    - In a group, discuss how their ideas of water ecology and protection have evolved since the Pre-Immersion. Explore how they feel about their future relationships with water.
    - For their partner projects, students will plan their own journey. They will organize all logistics and submit a detailed trip plan. Hand out the description of the partner project and help ensure that everyone has a partner. (This could be an individual project if desired.)
    - For their individual projects, students will explore learning and career options that they could conceivably embark on within the next 5 years. Go over some of the careers seen so far (in WE 15, 25, & 35) and point the students in the right direction for doing an online search of educational programs. See the video clips in the WE35 folder, and if you like, show them to the students.
  3. Give students time to work on their projects, discussing ideas with their teacher & peers.

## Session 2

Topics this class will cover:

- Trip planning tools
- Final assignments

Learning outcomes:

- Students will explore mapping software.
- Students will be aware of some outdoor pursuits / leadership programs for after High School.
- Students will continue to organize their final assignments.

Lesson Preparation & Resources Needed:

- Students will need access to their own computer with internet.
  - Access to the following software is recommended:
    - Map It First
    - Google Earth
    - ArcView (if possible)
  - If desired, a video-conference session with an instructor from an outdoor pursuits post-secondary program would be valuable. Consider contacting TRU, Mount Royal, or even Outward Bound. Set up a 15 – 30 minute presentation to inform the students of the programs and courses available.
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1. Demo Map It First and Google Earth (or perhaps ask a student to show the class some of the features of these programs). Encourage students to print off or save useful maps for their trip planning project. Discuss how maps can be uploaded onto GPS devices.
2. If arranged, have the VC session with the post-secondary outdoor pursuits school. Ensure there is time for the students to ask questions at the end.
3. Give time to students to work on their projects, discussing ideas with their teacher & peers. Remind students that they will be handing in both major projects next class, and will be presenting one to the group at that time as well. Ensure all students are on the right track and answer any questions they may have. Go through the rubrics for the marking of the projects.

## Session 3

Topics this class will cover:

- Presentations of final assignments
- Self-evaluations
- Course evaluations

Learning outcomes:

- Students will share the Trip Planning partner project with the rest of the class.
- Students will hand in copies of both projects to their teacher.
- Students will reflect on the course and on their assignments.

Lesson Preparation & Resources Needed:

- Determine the tech needs of the students prior to this presentation day. Ensure that the students' presentations will be able to be shared through the SmartBoard if possible (test the Bridgit connection between sites if necessary).

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1. Sharing time: Students present their projects to the group. Have the group ask questions after the presentations and discuss any interesting points of view or topics that arise during the presentations.
  2. Hand out the Reflection Questions. Ask students to complete them during class (if there is time) or have them e-mail their answers by a set date. Ensure that you share the answers the students give with the Palisades staff. Make your own suggestions as well so that the course can be continually improved.
  3. Let the students know when they will receive their final marks for the class.



## Trip Planning



After going on the Maligne Lake journey with the instructors and your classmates, you will now plan your own water journey, anywhere in the world. With a partner, you will detail the “who, what, where, when & why” of a kayaking, canoeing, or rafting trip.

Your project must outline as many logistical details as possible, which includes (but is not limited to) the following:

- Location names & descriptions (What lake? What river? Where is it?)
- Mode of travel
- Difficulty (describe difficult sections / portages)
- Group size
- Qualities you would look for in group members (What competencies? What qualities?)
- Put-ins, take-outs
- Timeline
- Emergency contact numbers & emergency plans (or “Plan B” if water levels fluctuate)
- Equipment lists
- Where you would get your boats
- Maps of the area / water body
- Photos / trip reports from those who have been before

Choose one of the following formats to present your project:

• PowerPoint Slideshow	• Video
• Photo Essay (with detailed captions)	• Newspaper Article
• Detailed Poster	• Report
• Or any other format you like (discuss it with your teacher first)	

1. Start your project by looking back at your Water Experience folder and by doing a quick internet search of interesting places you might like to go. Make a list and with your partner, narrow the list down. You want to pick a journey on water that you could embark on in the next 5 years. For example, a kayaking trip down the Yukon River; the Bowron Lakes canoeing circuit, or a trip down the South Saskatchewan River.
2. You don’t need to be a class IV boater now to plan a trip on a class IV river for this project. You can include in your description how you will train to be ready for any type of trip that is currently above your ability level and assume that you would be a competent class IV boater in a few years’ time if that is required for the journey you plan. You cannot, however, assume that the impossible is possible: No planning trips down any class VI+ rivers!

3. Remember to include a description of WHY you want to do this trip: Why has it intrigued you? Where did the idea come from?
4. Include all precautionary measures you will take to ensure you have a safe trip.
5. You will be presenting your trip plan to the class and possibly to others who have not been in the Water Experience course. Make sure that your presentation format is appropriate for what you have to share. Make it look good and easy to understand!
6. Details are important: You will be marked based on the depth of your explanations. The more information you include, the better, but make sure your presentation is interesting, even for non-boaters.
7. Bring in any resources that you find that would help to plan this trip, but be sure not to copy someone else's trip report or the river guide and assume that will be enough. You need to put your own spin on this trip.

Rubric			
Trip Plan /10			
Standard of Excellence 9-10	Proficient 7-8	Acceptable 5-6	Not Acceptable 0-4
Students demonstrate a thorough understanding of trip planning. There are many useful, interesting descriptions. Several reliable resources were used in the planning process.	Students demonstrate a good understanding of trip planning. There are many useful descriptions. Several reliable resources were used in the planning process.	Students demonstrate a basic understanding of trip planning. There are some useful descriptions. Some reliable resources were used in the planning process.	Students demonstrate a lack of understanding of trip planning. There are few useful details. Few or no reliable resources were used in the planning process.
Effective and competent communication of key concepts.	Effective communication of key concepts.	Communication of key concepts is evident.	Communication of key concepts is lacking.





## Careers Profile



Pick a career or learning path that interests you and profile it. The career should have something to do with water, but does not need to happen in the water. Investigate the following points:

- What does this person do?
- What training do they need? Where do they get the training?
- How long do most people stay in this job?
- What is the average salary? What kinds of benefits or perks are there?
- What skills are necessary? What skills can you learn on the job?
- What kinds of equipment does this person usually use?
- Why is this career important?
- Why are you interested in it?

Choose the format with which you feel you could best present your ideas. Here are some format options:

PowerPoint Slideshow	Sketches (with detailed captions)
Photo Essay (with detailed captions)	Video
Essay	Newspaper Article
Or any combination of these formats	

1. Start by looking through your WE notes from the last three years. Remember the guides, Parks Canada personnel, video-conference and in-person presenters. Who seemed like they had a great job? Do you know anyone who does something interesting / important **for** or **with** water? Pick a field or specific career and dig up some details.
2. You may want to contact one of our previous presenters or guides to interview. Ask your WE teacher if they can make some arrangements to help this to happen. Come up with good questions to ask in advance.

Rubric	Career Profile /10		
Standard of Excellence 9-10	Proficient 7-8	Acceptable 5-6	Not Acceptable 0-4
Student shows very detailed descriptions of the career path. The importance of this job and the relationship with water are clear. The reasons why it interests the student are very clear.	Student shows detailed descriptions of the career path. The importance of this job and the relationship with water are clear. The reasons why it interests the student are clear.	Student describes the career path. The importance of this job and the relationship with water are somewhat clear. The reasons why it interests the student are somewhat clear.	Student describes the career path superficially. The importance of this job and the relationship with water are not clear. The reasons why it interests the student are not clear.

## Student Reflection Questions

This reflection assignment will contribute to your participation mark in WE 35, but more importantly, the answers you give will help to improve the course for others.

Please answer questions on a separate sheet of paper, or if completing this electronically, insert your answers after each question and e-mail the file to: \_\_\_\_\_ by \_\_\_\_\_.

- Ideas**
1. What is the most important thing that you learned during Water Experience 35? Why is this important?
  2. What message or ideas have you / will you share with others about water recreation / conservation / rights after this course?
- Assignments**
3. Which in-class activity did you enjoy the most? Why?
  4. Do you wish that you had been given more time to work on the projects? What else would you have done?
- Influences**
5. In what ways did your classmates and teacher influence your learning?
- Technology**
6. Did you find the use of technology appropriate in this course? What would you suggest for next time?
- Collaboration**
7. How did you and your partner make decisions about your invention project?
  8. How did you and your peers work together in class and at the PSEC?
- Course Evaluation**
9. What would you like to see changed in this course? Why?
  10. What part of this course would you keep the same? Why?
  11. What type of person would you recommend this course to? Why?