

Mission Statement for Outdoor Education Program Millarville Community School

Purpose of Program

The purpose of the program is to introduce, refine, and execute Outdoor knowledge, skills, and positive attitudes from kindergarten to grade eight. This document will integrate the Alberta Education curriculum, IB PYP and the outdoor program. The holistic nature of these programs will allow this happen naturally.

Philosophy

Three outdoor education objectives:

1. Outdoor Recreation Objective
2. Personal and Group Development Objective
3. Environmental Objective

Each strand is developed over the four levels of:

1. Knowledge
2. Skills
3. Attitudes
4. Contribution

Integration of the objectives

All the objectives support each other. The Skills learned in the Outdoor Recreation objective will support the skills learned in the Personal and Group Development objective and the Environmental objective. Progression of each level is based on the learning of the previous level.

Outdoor Recreation Objectives

The objective is to establish a foundation of knowledge, skills, and attitudes through the Outdoor Core. Before any field trip, no matter how short, students must have the basic concepts, skills, and attitudes to ensure the trip will be a safe and enjoyable one. The outdoor expedition's element provides students with the opportunity to apply many of the skills acquired in the Outdoor Core. This culminates in Attitudes in which students identify and act on plans to incorporate outdoor experiences into their lifestyles.

Personal and Group Development Objectives

At the knowledge level this core establishes basic awareness and understanding of self and groups. At the skills level, students will have an opportunity to apply this knowledge to problem solving in both the outdoor recreation core and the environmental core. At the attitudes level, students will build on or develop as a part of their personal growth, plans identified in the skills level.

Environmental Objectives

The objective is to make students aware and appreciate local environment, and begin to understand the basic ecological principles that apply generally to all environments. At the skills level students investigate current practices and their alternatives, identify advantages, disadvantages and consequences of each, and decide on the best option. At the attitude level, students work toward a personal commitment to action. Here, students are encouraged to establish a personal plan of action, act on it, and evaluate it.

Student Objectives

- Demonstrate basic knowledge, skills and attitudes necessary for safe, comfortable outdoor experiences in all seasons.
- Demonstrated understanding, respect, and appreciation for self, others, and their views.
- Demonstrate awareness and appreciation of living things and understanding of basic ecological processes.
- Demonstrate skill, judgment, confidence and sensitivity in a wide range of environmentally responsible activities in outdoor settings.
- Develop knowledge and skills by investigating the effects of human lifestyles on environments.
- Develop lifestyle strategies that foster contact with the natural world, encourage responsibility for local and global environments, and encourage living in harmony with others.

Outdoor Pursuits Structural Matrix

	Division 1	Division 2	Division 3
Knowledge	Animal ID Plant ID Rocks and Landforms Personal Preparedness Group Preparedness Recycle/Reuse/Renew/Reduce	Animal Habitat Environment Assessment Hygiene Menu Planning Equipment Management Group Assessment/Evaluation Seasonal Considerations Environmental Influences on the Outdoors	Animal Encounters Ecology/Biology Risk Assessment Camp Management Trip Organization Environmental Options/Mgmt
Skills	Physical Fitness Mental/Emotional Capacity Intro to Maps Intro to Winter Sport Intro to Wilderness Activity Intro to "On Water" Activity Basic Nutrition - "Healthy Me" Bouldering	Basic First Aid Personal/Group Meals Prep Basic Orienteering/GPS/Maps Activity Planning - Routes, Distance Knots, Anchors and Caches Water Travel - flat water Winter Travel Two Day Activities - winter/summer Emergency Shelters Belaying, Wall Climbing Mountain Biking	Wilderness First Aid / CPR Group Search and Rescue Leadership Trip Planning - Menu, Equipment Shelter, Food, Water and Heat Getting Found Multi Day Trips Rappelling Backpacking Moving Water Travel Glacier Travel
Attitudes	Appreciation Cooperation (group) Teamwork Respect	Appreciation Cooperation (group) Teamwork Respect	Appreciation Cooperation (group) Teamwork Respect Stewardship
Contribution	"Plant a Tree" Local Park "Fun Facts"	Volunteer - Cross Conservation	Volunteer - K Country Trail Crew

IB Learner Integration

The integration of Outdoor Pursuits and the International Baccalaureate (IB) programme is a seamless fit, as both deal with inquiry and educating the whole child. This will provide the child a direct, authentic experience to the material that is being explored in the classroom setting. It may also provide a new perspective or use of knowledge linked to class lessons.

The Personal, social and physical education (PSPE) component of the IB Programme can be outlined by the following Concepts and questions:

Form- What is it like?

Function-How does it work?

Causation- Why is it like it is?

Change-How is it changing?

Connection-How is it connected to other things?

Perspective-What are the points of view?

Responsibility- What is our responsibility?

Under the IB Programme and expressed through Outdoor Pursuits, children will emerge with a better understanding of: self-concept, health and safety, interaction with others, and an organization for learning. More specifically, the elements of: health-related activities, body control and spatial awareness, athletic activities, games and adventure challenge, will further help to develop a physical life-long learner.

Outdoor Pursuits can be integrated with the IB programme on a number of levels. First, there is the direct connection with the planners being discovered in class under the Transdisciplinary Themes. Second, there is the development of the Learner Profiles as outlined in the IB programme. Third, developing the Attitudes of the child, in order to help them become a complete, well-balanced learner in and out of the classroom setting.

In order for outdoor education to be well incorporated into the IB, there needs to be clear communication between the specialist(s) and the classroom teachers as to the expectations of Outdoor Pursuits at certain time of the year. One method to achieve this is to have the teachers email the Outdoor Pursuits coordinator or the specialist, as to the potential dates for their planners so appropriate activities may be planned in advance of their arrival at the school. Planner data could also be collected if the teachers have present and future planner information posted publicly in the hallways or on the Program of Inquiry display board.

Transportation

While buses will be utilized much of the time, some onus for transportation will fall on parents. We will strictly follow Foothills School Division Policy regarding transportation, meaning that all parents must complete a driver package, which involves three steps:

- 1) fill out the driver form at Millarville Community School
- 2) bring in a photo copy of your drivers license (this can be copied at the school)
- 3) bring in a copy of your insurance policy (not the pink card, but the policy itself)

Please note that the above items can be faxed into the school at any time (931-2475 attn: Ryan Hayden)

Cost

Costs may be associated with each individual trip. These costs will be at the discretion of the teacher in charge. The program will be run under a user-pay system, though funding may be available from other sources from time to time.

The Future

The following steps will be taken to ensure a positive direction of the program.

- 1) An outdoor pursuits steering committee will be created. While teachers, parents and students come and go, this program is valuable enough that it must survive for the long haul. Establishing a committee made up of parents, teachers and students will ensure that that the direction of the program is established, examined and changed when necessary.
- 2) A database of parental expertise will be established to better generate ideas for programming. It is important to tap into the vast wealth of knowledge that our community brings.
- 3) Funding and grant sources will be considered in order to establish consistent monetary backing for our program.