

2015-2016 Percy Pegler School: Outdoor Education Design Plan

Activity Focus: Introduction to Hiking

Social Emotional Learning (SEL) Focus: Self-awareness can benefit personal wellness, relationships and life learning choices

Essential Questions: *In what ways does being self-aware affect my wellness?*

What students will know: Self-awareness can benefit personal wellness, relationships and life learning choices, time in nature has many benefits

What students will be able to: Use self-awareness to focus their attention and employ self-compassion

Activity for everyone: Introduce breathing exercise on the half-day, full day moving towards time observing in silence

Grade 4:

In-class: Lost & alone procedure, Leave No Trace, team building, clothing and gear, why being self aware is beneficial in outdoors, nutrition

Half Day: Self-care in the field, short hike with proper equipment, looking at packs: what if we had to stay warm and dry with what we have in packs, ways we can be self aware, how does that tie in with an outdoor experience

Full Day: Day hike to Ann and Sandy Cross Nature Conservancy, do daily check-ins pre/ post trip and during, frame and debrief using essential questions

Grade 5:

In-class: Lost & alone procedure, Leave No Trace, team building, clothing and gear, reading maps, nutrition

Half Day: Self-care in the field, short hike with proper equipment, what if we had to stay warm and dry with what we have in packs, What does it mean to be self-aware, how does that relate to self-care in the field

Full Day: Day hike to High Noon Hills, transfer self-awareness and self-care in outdoors to rest of life, reading maps, orienting maps off of landscape, frame and debrief using essential questions

Grade 6:

In-class: Lost & alone, Leave No Trace, team building, clothing and gear, how we care for ourselves, nutrition

Half Day: Self-care in the field, short hike with proper equipment, what if something happened with what you have in your pack?,

Full Day: High Noon Hills, frame and debrief using essential questions

Activity Focus: Snowshoeing and winter travel

SEL Focus: Why is social awareness important when working with others?

Essential Questions: *How do my experiences shape me?*

What students will know: Social Awareness (mindfulness) can influence how students interact with themselves and others and the implication for those decisions

What students will be able to do: Respond with compassion and empathy towards themselves and others.

Questions for everyone: How do we want to relate to others today? How did we relate to others this trip, what was good, what did we learn? How do our experiences share us?

Grade 4:

In-class: Clothing selection, winter safety, self-care, challenges of winter travel, why we need others when outside in the winter, nutrition

Half Day (hills and gullies to the East of the track): packing a winter pack, how to warm yourself up, how to look after others if they get cold:, why do we need to think of ourselves and how we relate to others when trying to accomplish a project

Full Day: Sandy McNabb Area, *How do my experiences shape me?*, framing and debriefing the experience

Grade 5:

In-class: Clothing selection, winter safety, self care, challenges of winter travel, why we need others when outside in the winter, nutrition

Half Day: looking after each other in winter, why do we need to think of ourselves and how we relate to others

Full Day: Sandy McNabb Area, How do we want to relate to others today? How did we relate to others this trip, what was good, what did we learn? How do our experiences share us?

Grade 6:

In-class: Clothing selection, winter safety, self care, challenges of winter travel, why we need others, nutrition

Half Day: How do teams function, fixing a broken snowshoe, what do we do, how can we help, why do we need to think of ourselves and how we relate to others,

Full Day: Sandy McNabb, How did we show compassion or empathy to others? How do we want to relate to others today? How did we relate to others this trip, what was good, what did we learn? How do our experiences share us?

Activity Focus: Outdoor Survival Skills

SEL Focus: Decision making with others

Essential Questions: How does interdependence affect people and the environment?

What students will know: Decision Making is based on considering relevant factors, evaluation and reflection

What students will be able to do: Use cognitive flexibility and creativity to respond to success and adversity when working as a team and alone

Grade 4:**Specific Curricular Outcomes:**

In-class- Knot tying, shelter types, What are the warmest or best shelters for certain conditions, Intro to team, Decide upon resources as a team, ways to work in a team

Full Day (in Okotoks) - Reviewing knots and tarping, looking for locations to build different shelters, build a shelter that will keep you warm and dry, Goals for how you will work as a team, evaluate how shelter building went, what were the successes. How does interdependence affect people and the environment?

Grade 5: Fire Lighting

In-class: How fire works, types of fuel, and fires, make fire starter, what do we need to consider in making a decision.

Full Day (in Okotoks): Practice lighting fire on tin sheets, Establish how you will work together, How are you interdependent? Where did you experience success and adversity boil water and light a fire and make bannock and cook over the fire. Based on what you learned from your half-day experience how will you respond differently? What are other ways we can use cognitive flexibility?

Grade 6: Knife Use

In-class: Safety guidelines, how to support and supervise each other, parts of a knife, how to use it, uses for a knife, In what ways are we dependent on each other and our gear for safety.

Full Day (in Okotoks): Practice knife use, make feather sticks, sharpening a knife. How are you choosing the right piece of wood? How are you handling disagreements? Are there better ways of doing that than others? Use knives to light a fire from sticks and use flint and steel Goal setting as a team. In the wilderness how are we interdependent? How are we interdependent in life? What can we take away from this experience of cognitive flexibility that we can transfer to other areas of life?

Activity Focus: Day Hike and first aid

SEL Focus: *How do my experiences shape me?*

Essential Questions:

- How do nature based outdoor experiences improve student social emotional learning and learning for all students?
- In what ways does being mindful affect my wellness?
- How do my experiences shape me?

What students will know: Experiences shape us into who we are

What students will be able to do: Identify experiences that shape us. What can we learn from them?

Activities for Everyone: Time for reflection, up close observation and observation of something in the distance, being cognizant of our emotional state

Grade 4: Day Hike

In-Class: First aid skill, cuts and bandaging and splinting. How do we look after people who are injured? How does that relate to caring for a friend?

Day: Day hike to Muley Ridge. *In what ways does being mindful affect my wellness? How do my experiences shape me?*

Grade 5: Day Hike - compass use

In-Class:compass use,

Day: Day Hike to Muley Ridge. *In what ways does being mindful affect my wellness? How do my experiences shape me? Shooting bearings with compass.*

Grade 6: Day Hike

In-Class: thinking about experiences that shape us work on creating a life map,

Day: May 25, 26, June 1 - Windy Point Ridge *In what ways does being mindful affect my wellness? How do my experiences shape me?*

Activity Focus: Debriefing the year in OE

SEL Focus: *How do my experiences shape me?*

Essential Questions: *How has learning about the outdoors changed me?*

In what ways does being mindful affect my wellness?

How do my experiences shape me?

What students will know: Nature based outdoor activities benefit my Social and Emotional health

What students will be able to do: Explain how being outside and learning outdoor skills has helped them.

Grade 4: Half day walk to viewpoint

Half Day: June 2, 16. *How has learning about the outdoors changed me? Use debrief ball for group debrief, complete a self-reflection (fill in the blank with choice),*

Grade 5: Half day walk to viewpoint

Half Day: June 8, 15. *How has learning about the outdoors changed me? Use debrief ball, complete a self reflection*

Grade 6: Half day walk to viewpoint

Half Day: June 8,9. *How has learning about the outdoors changed me? Find an object that symbolizes your growth or change, write about it in self reflection, share in a speakers corner, interview style*