



SD70 (ALBERNI) BOARD OF EDUCATION  
PUBLIC AGENDA  
5:00 pm – June 9, 2020  
Administration Office, Port Alberni

Call to Order – Trustee Craig

Questions of Agenda/Approval of Agenda for June 9, 2020

Conflict of Interest Declaration

- 1.0 Adoption of Minutes of May 12, 2020
- 2.0 Announcements of the Chair
- 3.0 Good News from the Schools
- 4.0 Trustee Statements
- 5.0 Petitions/Delegations/Presentations - Nil
- 6.0 Staff Reports

- 6.1 Superintendent's Report

The Superintendent will provide his monthly report.

*Greg Smyth*

- 6.2 Expenditures for April 2020

RECOMMENDATION

It is recommended that the expenditures for the month of April 2020 be approved as follows:

| Description           | April                 |
|-----------------------|-----------------------|
| Supplies and Services | \$388,944.89          |
| Salaries and Benefits | \$3,432,287.04        |
|                       | <b>\$3,821,231.93</b> |

RATIONALE

Trustees have reviewed the cheque listings.

*Lindsay Cheetham*

- 6.3 School Board Meetings 2020-21

The Superintendent will present a draft schedule for Public Board Meetings for 2020-21.

*Greg Smyth*

6.4 YIPS-OLAS (Learning Strategies 10)

RECOMMENDATION

It is recommended that the Board approve YIPS OLAS – Learning Strategies 10.

RATIONALE

This is an update of the existing BAA to the new template format which requires signatures.

*Greg Smyth*

6.5 YLRA-1AKYK (Kayaking 11)

RECOMMENDATION

It is recommended that the Board approve Kayaking 11.

RATIONALE

This is an update of the existing BAA to the new template format which requires signatures.

*Greg Smyth*

6.6 YLRA-2AKYK (Kayaking 12)

RECOMMENDATION

It is recommended that the Board approve Kayaking 12.

RATIONALE

This is an update of the existing BAA to the new template format which requires signatures.

*Greg Smyth*

6.7 2020/21 Annual Budget Bylaw

The Secretary-Treasurer will present the 2020/21 Annual Budget for approval from the Board.

*Lindsay Cheetham*

**7.0 Executive Committee Reports - Nil**

**8.0 Unfinished Business/New Business**

8.1 District Name Change – *Lindsay Cheetham*

**9.0 Policy Development - Nil**

**10.0 Correspondence – Action Required - Nil**

**11.0 Correspondence – For Information**

11.1 copy of the Westerly News dated May 6, 13 and 20, 2020.

11.2 copy of the Ha-Shilth-Sa News dated May 7 and 21, 2020.

**12.0 Board Committees - Nil**

**13.0 Internal District Committees**

13.1 BCSTA/VISTA – *Trustee Craig*

13.2 DPAC – *Trustee Craig*

**14.0 External or Community Committees**

14.1 Clayoquot Biosphere Trust – *Trustee Leslie*

14.2 Port Alberni Museum & Heritage Commission – *Trustee Craig*

**Audience Question Period**

**Adjournment**

**SD70 (ALBERNI) SCHOOL BOARD MEETINGS 2020-21**

| <b>DATE</b>   | <b>LOCATION</b>                          | <b>Time</b> |
|---------------|--|-------------|
| Sept 15, 2020 | Administration Office                    | 5:00pm      |
| Oct 13, 2020  | Bamfield Community School                | 5:00pm      |
| Nov 10, 2020  | Administration Office                    | 5:00pm      |
| Dec 8, 2020   | Administration Office                    | 5:00pm      |
| Jan 12, 2021  | Administration Office                    | 5:00pm      |
| Feb 9, 2021   | Administration Office                    | 5:00pm      |
| Mar 9, 2021   | Administration Office (Budget Input)     | 5:00pm      |
| Apr 13, 2021  | Ucluelet Secondary School (Budget Input) | 5:00pm      |
| May 11, 2021  | Administration Office                    | 5:00pm      |
| June 8, 2021  | Administration Office                    | 5:00pm      |



# YIPS-OLAS Learning Strategies 10

|   |  |
|---|--|
| School District/Independent School Authority Name:<br>Alberni | School District/Independent School Authority Number (e.g. SD43, Authority #432):<br>SD70 |
| Developed by:<br>Alexa Klimke                                 | Date Developed:  |
| School Name:<br>Ucluelet Secondary                            | Principal's Name:<br>Carol Sedgwick  |
| Superintendent Approval Date (for School Districts only):     | Superintendent Signature (for School Districts only):                                    |
| Board/Authority Approval Date:                                | Board/Authority Chair Signature:   |
| Course Name:<br>Learning Strategies                           | Grade Level of Course:<br>10-12  |
| Number of Course Credits:<br>4                                | Number of Hours of Instruction:<br>100   |

**Board/Authority Prerequisite(s):**

none

**Special Training, Facilities or Equipment Required:**

none

**Course Synopsis:**

This course is designed to accommodate students needing assistance to be successful on a regular academic program. The students will learn study skills and strategies to help them be successful in the classroom as well as learning time management and organization skills.

**Goals and Rationale:**

**Rationale:** This course provides for personalized learning. Personalized learning acknowledges that not all students learn successfully at the same rate, in the same learning environment, and in the same ways. It involves the provision of high-quality and engaging learning opportunities that meet the diverse needs of all students. Ucluelet Secondary School provides flexible timing and pacing through a range of learning environments, with learning supports and services tailored to meet student needs.

**Goals:**

To develop students/citizens who:

- Are thoughtful and able to learn and to think critically, and can communicate
- Are creative, flexible, and self-motivated and have a positive self-image
- Are capable of making independent decisions
- Are skilled and able to contribute to society generally, including the world of work
- Are productive, gain satisfaction through achievement, and strive for physical well-being

**Aboriginal Worldviews and Perspectives:**

- Recognize the need for others who can support their learning and personal growth
- Appreciate the influence of peer relationships, family and community; on personal choices and goals; on career choices and attitudes toward work
- Our career paths reflect the personal, community, and educational choices we make
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems

Course Name:

Grade:

## BIG IDEAS

Achieving our learning goals requires effort and perseverance

Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our goals.

Our career paths reflect the personal, community and educational choices we make.

## Learning Standards

### Curricular Competencies

Students are expected to do the following: (use words like: recognize, access, apply, explore, think

*Personal Responsibility: Organization and Time Management*

- Access organization tools to keep track of academic assignments and deadlines
- Set and achieve realistic learning goals
- Recognize obstacles that interfere with goal achievement

*Personal Responsibility: Self-Advocacy*

- Recognize personal role in learning

*Personal Awareness*

- Use self-assessment and reflection to determine awareness of their strengths, preferences, learning styles and skills

*Academic Skills:*

- Apply effective memory techniques
- Apply effective note-taking strategies
- Apply effective test-taking skills

### Content

Students are expected to know the following:

*Organization and Time Management, Self-Advocacy*

- Organization strategies
- Goal-setting strategies
- Strategies to overcome time robbers
- Strategies to get started

*Self-Advocacy Strategies*

- To communicate personal strengths, preferences, views, values and interests with confidence

*Personal Awareness*

- Effective strategies to support learning for individual learning styles

*Academic Skills*

- Difference between short and long-term memory
- Memory strategies (mnemonic devices, mental imagery, organization and association, self-recitation, relate new concepts to prior knowledge
- Note-taking strategies (SQ4R, chunking, re-reading, identify main idea, mind map, web)

- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- 

- Test-taking skills (regular review and practice, know different test-types and strategies for each)

Language features, structures, and conventions

- language features
- elements of style
- exploration of voice
- usage and conventions
- literary elements and devices
- citation techniques



### Big Ideas – Elaborations

### Curricular Competencies – Elaborations

Access organization tools to keep track of academic assignments and deadlines

In part, organization tools will depend on subject and teacher (eg. Paper assignment tracker, homework apps, teacher's websites).

- Recognize obstacles that interfere with goal achievement: (eg. Cell phone apps, being hungry and getting something to eat, being restless and getting up for a walk, being tired and unable to focus)

#### Personal Awareness

- Use self-assessment and reflection to determine awareness of their strengths, preferences, learning styles and skills  
Use self-assessment tools: questionnaires and interviews to increase awareness. Teach learning styles (auditory, visual, kinesthetic) and best ways to support own learning.

#### Personal Responsibility: Self-Advocacy

- Recognize personal role in learning (importance of asking for help, asking for clarification)

### Content – Elaborations

- Organization strategies: For student's individual organization, try, for example, multi-pocket folders, single binders, magazine boxes in classroom.
- Goal-setting strategies: think about goal setting in time increments (minutes, hours, days, weeks) and tailor to individual student needs

### **Content – Elaborations**

- Strategies for overcome time robbers: identify time robbers as obstacles to be overcome and decide how to deal with them. Make a personal plan.
- Strategies to get started: set timer for 5 minutes and work until timer goes off, choose small part of task, work with peer or ask for adult assistance to brainstorm ideas

### **Recommended Instructional Components:**

- Direct instruction
- Gradual Release of Responsibility model. (From teacher directed to student independence in several stages).
- 1:1 support to provide individual support based on student needs
- Consistent structure of time and expectations of behaviour

### **Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Daily goal log
- Supervising teacher's evaluation for participation and active involvement
- Demonstrations of learning
- Notebook/binder check
- Student self-assessment

### **Learning Resources:**

- Dawson, Peg and Guare, Richard (2010) *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*. New York, NY: The Guilford Press
- Richards, Regina (2003) *The Source for Learning and Memory Strategies*. East Moline, IL: LinguSystems

### **Additional Information:**



## Board/Authority Authorized Course Framework Template

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>Alberni School District | <b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b><br>SD70 (Alberni) |
| <b>Developed by:</b><br>Lana MacInnis  | <b>Date Developed:</b><br>September 2019  |
| <b>School Name:</b><br>Ucluelet Secondary  | <b>Principal's Name:</b><br>Carol Sedgwick  |
| <b>Superintendent Approval Date (for School Districts only):</b>                     | <b>Superintendent Signature (for School Districts only):</b>  |
| <b>Board/Authority Approval Date:</b>  | <b>Board/Authority Chair Signature:</b>   |
| <b>Course Name:</b><br>Kayaking 11   | <b>Grade Level of Course:</b><br>11   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>100-120 hours   |

### Board/Authority Prerequisite(s):

- Must be enrolled in grade 11 or 12
- Free of major health conditions
- Signed waiver and medical form by students and parents
- Students and parents must attend an orientation session

### Special Training, Facilities or Equipment Required:

- Certified Kayak Instructor
- Kayaking equipment
- Certified Wilderness First Aid Instructor
- First Aid and safety equipment
- Certified VHF Radio Instructor
- Camping equipment
- Class 4 Driver
- School passenger van

### Course Synopsis:

Kayaking 11 exposes students to kayaking as a pastime and as a career. Students will focus on learning basic and advanced kayaking techniques and practicing leadership skills. They will learn how to manage groups of people and communicate clearly. The course will focus on water safety, wilderness first aid, kayak handling skills, outdoor skills, camping skills, problem solving skills, and leadership skills. A focus on human and natural history of the local area that

students are exploring is also included. The course provides an opportunity for students to build confidence and self-esteem in addition to interpersonal skills.

**Goals and Rationale:**

Kayaking 11 is an introductory course. It is intended to provide students the skills and competencies they will require to successfully participate in and complete Kayaking 12. Students have the opportunity to gain vocational skills and certification throughout the course.

**Aboriginal Worldviews and Perspectives:**

This course will incorporate the aboriginal value of experiential and traditional learning. There is also a focus on engaging with the land, nature and outdoors as well as an awareness of local history and culture throughout the course.

**Course Name:**

**Grade:**

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## BIG IDEAS

Participation in specific sport activities allows for development of skills in a complex and dynamic environment.

Given the opportunity to lead while learning allows for leadership skills to emerge and evolve.

Spending time outdoors allows us to develop an understanding of the environment and ourselves.

Participating safely in outdoor activities requires us to practice skills associated with leadership and teamwork.

## Learning Standards

| Curricular Competencies   | Content  |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"><li>• participate in a VHF radio course</li><li>• demonstrate how to use navigation and weather forecasting to safely plan kayak trips</li><li>• participate in scenarios involving kayak rescues, navigation issues, or first aid situations</li><li>• participate in a Wilderness First Aid course</li><li>• participate in a Sea Kayak Guide course</li><li>• develop safe and effective paddling skills</li><li>• practice basic paddling skills on the water</li><li>• practice basic and advanced kayak rescue techniques in the water</li><li>• understand and follow 'Guide Etiquette'</li><li>• practice leadership skills in scenarios on land and water</li><li>• be able to evaluate choices to ethical dilemmas</li><li>• understand the need for personal reflection as a tool for personal development</li><li>• re-tell stories and share information they have learned about local aboriginal history and culture accurately with peers</li><li>• identify aspects of local human/natural history</li></ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• Navigation skills</li><li>• Weather forecasting skills</li><li>• Tide and Current calculation skills</li><li>• Basic paddling skills</li><li>• Basic &amp; advanced kayak rescue techniques</li><li>• VHF radio handling skills</li><li>• First Aid skills</li><li>• Outdoor self care skills</li><li>• A variety of leadership skills</li><li>• Risk assessment and mitigation skills</li><li>• Teamwork skills</li><li>• Effective communication skills</li></ul> |

## Big Ideas – Elaborations

1. Participation in specific sport activities allows for development of skills in a complex and dynamic environment. Time dedicated to learning and practicing kayaking skills and the safety skills involved in this sport can help students to develop safer practices on the water and the knowledge to know how to best navigate situations they may find themselves in while on the water.
2. Given the opportunity to lead in a safe environment allows for leadership skills to emerge and evolve. Leadership and teamwork skills are emphasized throughout the course as they are highly transferrable skills identified as an asset for all students to develop. Interpersonal skills developed through leading or working in a group are also highly transferable skills gained.
3. Spending time outdoors allows students to develop an understanding of the environment and ourselves. Students are given the opportunity to learn outdoors to learn more about the impact they have on the environment and the benefits of spending time outdoors has on their own well-being. Nature based education results in a closer personal connection to the natural world and a better sense of self.
4. Participating safely in outdoor activities requires students to practice skills associated with leadership, teamwork, risk assessment and mitigation. Safety is built into every aspect of this course.

## Curricular Competencies – Elaborations

- develop ability to kayak with confidence in small swells, waves, winds, and currents
- identify the most efficient and safest paddling and touring techniques
- manage a group with confidence when acting as a 'leader' during scenarios
- reflect on their personal progress
- use problem-solving skills to make ethical decisions
- use appropriate group management techniques
- be able to use communication skills effectively
- support peers during difficult exercises and scenarios
- provide genuine feedback to their peers as they develop skills

## Content – Elaborations

- VHF radio operating skills
- First Aid techniques
- CPR techniques
- Basic kayaking skills and how to execute them safely (such as proper paddling grip, correct boat entry and exiting, various paddling strokes, pivot turns, steering kayaks with and without rudders, etc)
- Basic & advanced kayak rescue techniques
- Appropriate use of different leadership styles
- Ability to navigate effectively
- Understanding of weather, tides and current
- Effective communication skills
- Understanding of 'Guide Etiquette'
- The benefit of high emotional intelligence (EQ)
- The importance of team-building skills
- Teamwork skills
- Local natural and human history/interpretation
- Local aboriginal history and culture

## Content – Elaborations

- The importance of making ethical choices
- The impact of human activities on our ecosystem

### Recommended Instructional Components:

- direct and indirect instruction
- interactive instruction
- modelling
- brainstorming
- experiential learning
- facilitated scenarios
- guided self discovery
- journaling and logbooks
- group work/ individual work
- interviews and dialogue
- analysis and evaluation
- field trips
- “expert instructor/presenter” workshops
- internet and media searches
- self and group evaluation
- student instructional groups

### Recommended Assessment Components:

#### 30% In-Class Activities/Assignments

- Completion of VHF and Wilderness First Aid courses/exams
- In-class assignments (ie. marine chart reading, topographic map reading, weather forecasting and observation, tide and current calculations, menu planning, etc)
- Reflection on practice of leadership skills/personal growth

#### 50% On-Water Activities/Tests

- Safety and leadership scenarios
- Practice of ‘Guide Etiquette’
- Tracking progress with kayak handling skills
- Paddle Canada Level 1 Skills

#### 20% Projects

- Local human/natural history project
- Leadership styles/skills display
- Maintenance and care of equipment

### Learning Resources:

Will include but not be limited to:

- Appropriate articles and readings
- Wilderness First Aid Instructors/Course Material

- Expert speakers (ie. Biologists, guides, instructors, explorers)
- Weather and Navigation Textbooks
- VHF Radio Instructors/Course Material
- Local history/First Nations presenters
- Current events from a variety of world sources

**Additional Information:**





## Board/Authority Authorized Course Framework Template

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>Alberni School District | <b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b><br>SD70 (Alberni) |
| <b>Developed by:</b><br>Lana MacInnis  | <b>Date Developed:</b><br>September 2019  |
| <b>School Name:</b><br>Ucluelet Secondary  | <b>Principal's Name:</b><br>Carol Sedgwick  |
| <b>Superintendent Approval Date (for School Districts only):</b>                     | <b>Superintendent Signature (for School Districts only):</b>  |
| <b>Board/Authority Approval Date:</b>  | <b>Board/Authority Chair Signature:</b>   |
| <b>Course Name:</b><br>Kayaking 12   | <b>Grade Level of Course:</b><br>12   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>100-120 hours   |

### Board/Authority Prerequisite(s):

- Completed Kayaking 11
- Must be enrolled in grade 11 or 12
- Free of major health conditions
- Signed waiver and medical form by students and parents
- Students and parents must attend an orientation session

### Special Training, Facilities or Equipment Required:

- Certified Kayak Guide Trainer / Instructor
- Kayaking equipment
- First Aid and safety equipment
- Camping equipment
- Class 4 Driver
- School passenger van

### Course Synopsis:

Kayaking 12 expands on the knowledge and skills students learned in Kayaking 11. Students will continue to practice basic and advanced kayaking techniques, as well as their leadership skills. They will learn how to manage groups of people and communicate clearly. This course allows students to put their learning into practice by planning for a multi-day trip in which the students will take turns leading on the water, land, and in camp. Participation in the multi-day trip is mandatory for all students.

**Goals and Rationale:**

Kayaking 12 provides students with the opportunity to expand on the competencies and skills they learned in Kayaking 11.

Kayaking 12 is intended to give the experience of working as a kayak guide while further developing and putting into practice their vocational skills and outdoor experience. Upon successful culmination of the course, students will have the opportunity to become a certified SKGABC Kayak Guide.

**Aboriginal Worldviews and Perspectives:**

This course will incorporate the aboriginal value of experiential and traditional learning. There is also a focus on the engaging with the land, nature and outdoors as well as an awareness of local history and culture throughout the course.

**Course Name:**

**Grade:**

## BIG IDEAS

Participation in planning in a manner that takes care of the needs of a group.

Given the opportunity to lead while learning allows for leadership skills to emerge and evolve.

Spending time outdoors allows us to develop an understanding of the environment and ourselves.

Participating safely in outdoor activities with others requires us to practice skills associated with leadership and teamwork.

Enhance employment opportunities within the eco-tourism sector through the development of leadership, safety, and kayaking vocational skills.

## Learning Standards

| Curricular Competencies  | Content  |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"><li>• plan and prepare for a multi-day trip</li><li>• identify aspects and rationale of low-impact/no-trace camping</li><li>• work as a team during planning process</li><li>• explain rationale for their planning</li><li>• participate in a multi-day kayak trip</li><li>• practice their leadership skills by leading a portion of the on-land and on-water activities during the trip with the supervision of the Guide Trainer(s) and teacher(s)</li><li>• follow 'Guide Etiquette'</li><li>• make ethical choices</li><li>• reduce impact on the ecosystem</li><li>• implement skills learned in Kayaking 11</li></ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• Navigation skills</li><li>• Weather forecasting skills</li><li>• Tide and Current Calculation skills</li><li>• VHF radio handling skills</li><li>• Basic &amp; advanced paddling skills</li><li>• SKGABC Level 1 Guide operating practices</li><li>• Kayak multi-day touring skills</li><li>• Basic &amp; advanced kayak rescue techniques</li><li>• First Aid skills</li><li>• Outdoor self care skills</li><li>• Leadership skills</li><li>• Risk assessment and mitigation skills</li><li>• Teamwork skills</li><li>• Effective communication skills</li><li>• Storytelling skills</li></ul> |

## Big Ideas – Elaborations

1. Participation in trip planning in a manner that takes care of the needs of the group. All students are expected to implement teamwork and leadership skills learned to take into account the needs of all members of the group and adapt to the given situation.
2. Given the opportunity to lead in a safe environment allows for leadership skills to emerge and evolve. Leadership and teamwork skills are emphasized throughout the course as they are highly transferrable skills identified as an asset for all students to develop.
3. Spending time outdoors allows us to develop an understanding of the environment and ourselves. Students are given the opportunity to learn outdoors as a means to learn more about the impact they have on the environment and the benefits of spending time outdoors has on their own well-being.
4. Participating safely in outdoor activities with others requires us to practice skills associated with leadership, teamwork, risk assessment and mitigation. Safety is built into every aspect of this course and is developed as a part of the class culture.
5. Enhance employment opportunities within the eco-tourism sector through the development of leadership, safety, and kayaking vocational skills. Local kayak guides are in high demand on the West Coast and having the experience and qualifications to work in this industry allows our students to find summer jobs while pursuing post-secondary education or find more permanent fulfilling work within the community they live in.

## Curricular Competencies – Elaborations

*Students are expected to do the following:*

- practice effective leadership skills
- practice following 'Guide Etiquette'
- practice effective teamwork skills
- practice effective communication skills
- operate in intrapersonal and group contexts
- understand the importance of healthy meal planning
- demonstrate cooking in camp following food and equipment safety guidelines
- understand the need for organization
- identify correct gear needed for the multi-day trip
- understand what equipment is necessary for a multi-day trip
- demonstrate an understanding of efficient and safe packing
- develop an appropriate trip plan
- demonstrate effective kayaking skills
- apply navigational skills and understanding of weather, tides and currents
- demonstrate fire-making skills
- identify aspects and rationale of low-impact/no-trace camping
- understand the impact of human activities on our ecosystem
- practice low-impact/no-trace camping while on the trip
- apply safe camping practices
- demonstrate camping skills appropriate to the location, weather and group
- share in campsite and group responsibilities
- follow Guide Trainers/teachers' instructions

## Content – Elaborations

Students are expected to know the following:

- leadership skills
- when it is appropriate to use different leadership styles
- effective communication skills
- 'Guide Etiquette'
- lead a portion of on-land and on-water activities during the trip
- trip planning
- create a schedule for daily camp duties
- complete assigned duties each day
- self-reflect on their daily activities
- share reflections with their peers and guides/teachers
- teamwork skills
- the importance of team-building skills
- the benefit of high emotional intelligence (EQ)
- the importance of making ethical choices
- menu-planning
- food safety guidelines
- camp cooking skills
- low-impact/no-trace camping practices
- the impact of human activities on our ecosystem
- pack kayaks efficiently
- pack correct gear needed for the multi-day trip
- camp set up and take down routine
- safe kayak touring skills (such as proper paddling technique, correct boat launching and landing, various paddling maneuvering strokes, steering kayaks with and without rudders, technique for dealing with conditions, etc)
- how to incorporate local natural and human history/interpretation, and local aboriginal history and culture into story telling
- light a fire under various conditions

### Recommended Instructional Components:

- direct and indirect instruction
- interactive instruction
- modelling
- brainstorming
- experiential learning
- facilitated scenarios
- guided self discovery
- journaling and logbooks
- group work/ individual work
- interviews and dialogue
- analysis and evaluation
- field trips
- "expert instructor/presenter" workshops
- internet and media searches

- self and group evaluation
- student instructional groups

### **Recommended Assessment Components:**

#### **30% In-Class Activities/Assignments**

- In-class assignments (ie. trip planning, analyzing weather forecasts, calculating tides and currents, menu planning, equipment list creation, trip preparation and packing, etc)
- Participation in group discussions, planning, and activities
- Reflection on practice of leadership skills/personal growth
- Completion of SKGABC Guide written exam

#### **50% Trip Activities/Tests**

- Safety and leadership scenarios
- Leading on water
- Practice of 'guide etiquette'
- Application of appropriate kayak handling skills, group travel techniques, kayak packing
- SKGABC Guide exam
- Camp craft

#### **20% Projects**

- Local human/natural history project presentation
- Leading group activities
- Leadership skills displayed
- Maintenance and care of equipment
- Personal gear management and organization

### **Learning Resources:**

Will include but not be limited to:

- Appropriate articles and readings
- Wilderness First Aid instruction and course material
- Expert speakers (ie. Biologists, guides, instructors, explorers, Parks staff, Beachkeepers)
- Weather and Navigation Textbooks
- VHF radio weather forecasts/Course material
- Marine charts
- Local guidebooks
- Local history/First Nations presentations
- Current events from a variety of world sources
- Internet resources

### **Additional Information:**