



EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

A. Division: **Academic** Effective Date: **September 2005**

B. Department / Program Area: Science and Technology / Sport Science
 Revision: New Course

If Revision, Section(s) Revised:
 Date of Previous Revision:
 Date of Current Revision:

C: **SPSC 5396** D: **Alternative Environment Physical Education** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: In this innovative and practical course students will participate in, plan, and implement a variety of alternative environment land and aquatic based activities appropriate to elementary school children. Content areas include: risk management issues, organizational factors, orienteering, aquatic activities, and classroom-based activities.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Practical/Lab Number of Contact Hours: (per week / semester for each descriptor) Classroom: 12 hours Practical/Lab: 18 hours Number of Weeks per Semester: 2	H: Course Prerequisites:	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite SPSC 5495	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		


M: Course Objectives / Learning Outcomes

Upon completion of this course students will be able to:

1. Design an outdoor activity lesson including the following components:
 - 1.1. risk management and safety considerations
 - 1.2. learning outcomes
 - 1.3. equipment needs
 - 1.4. planned activities
 - 1.5. assessment and evaluation considerations.
2. Analyze an outdoor or alternative environment plan with regard to:
 - 2.1. risk management and safety considerations
 - 2.2. learning outcomes
 - 2.3. equipment needs
 - 2.4. planned activities
 - 2.5. assessment and evaluation options.
3. Demonstrate satisfactory supervisory skills during outdoor and alternative environment activities
4. Identify a number of relevant outdoor and alternative environment locations and organizational resources available for the relevant age group of teacher's students.

N: Course Content:

Applied knowledge and skills of course:

1. Outdoor and alternative environment settings
 - 1.1. aquatic settings
 - 1.2. land-based Settings
 - 1.2.1. natural
 - 1.2.2. park
 - 1.2.3. urban
 - 1.3. seasonal considerations
 - 1.4. school-based alternatives
 - 1.4.1. indoor
 - 1.4.2. outdoor
2.  management
 - 2.1. risk analysis
 - 2.2. standard of care
 - 2.3. supervision
 - 2.4. risk transfer/waivers
 - 2.5. volunteers
3. Lesson and unit planning for outdoor and alternative environment settings
 - 3.1. safety considerations
 - 3.2. transportation planning
 - 3.3. learning outcomes
 - 3.4. equipment needs
 - 3.5. planned activities
 - 3.6. assessment and evaluation strategies
4. Practical topic selection will depend on instructor experience, student experience, and availability of resources. The following is a partial list of possible alternative environment activities wherein students will participate as teachers and students with aim of implementing the knowledge and skills of effective outdoor education in a safe and exciting context.
 - 4.1. Land-based
 - 4.1.1. hiking
 - 4.1.2. backpacking
 - 4.1.3. rock climbing
 - 4.1.4. camping
 - 4.1.5. orienteering
 - 4.1.6. skateboarding

- 4.1.7. rollerblading
- 4.1.8. cycling
- 4.1.9. snowshoeing
- 4.1.10. skiing
- 4.1.11. horseback riding

4.2. Water-based

- 4.2.1. canoeing
- 4.2.2. rowing
- 4.2.3. kayaking
- 4.2.4. sailing
- 4.2.5. windsurfing
- 4.2.6. waterskiing
- 4.2.7. rafting

4.3. Aquatic

- 4.3.1. water adjustment
- 4.3.2. survival techniques
- 4.3.3. stroke development
- 4.3.4. skills application
- 4.3.5. snorkeling
- 4.3.6. water games
- 4.3.7. diving
- 4.3.8. synchronized swimming
- 4.3.9. underwater games

L Methods of Instruction

Lecture
 Discussion groups
 Practical application
 Field observation and/or video observation

P: Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided on the *Instructor's Course Outline*, which is available to students at the beginning of each semester.

Q: Means of Assessment

The selection of evaluation tools for this course is based upon:

1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.

The following is presented as an example assessment format for this course

Practice teaching – mini lesson(s)	30%
Outdoor and aquatic teaching resource binder	30%
Risk management quiz	20%
Preparation & participation	<u>20%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes

Brian Storey

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar