

LOCALLY DEVELOPED COURSE OUTLINE

Traditional Land Based Learning25-5

Traditional Land Based Learning35-5

Submitted By:

The Northland School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-5	125.00	09/01/2019	08/31/2024	Developed	Authorization	G11
35-5	125.00	09/01/2019	08/31/2024	Developed	Authorization	G11

Course Description

This course will provide opportunities for students to acquire, demonstrate, and reflect on their knowledge of traditional land use. The primary goal is to allow students to participate in experiential land use activities that are culturally relevant. The activities will provide students with an opportunity to articulate and expand their knowledge and skills. The intent is to complete the course in an outdoor camp setting with Elders/Knowledge Holders present and participating.

The outcomes of this course will address: traditional food gathering and preparation in an outdoor environment, development of environmental stewardship through an Indigenous lens, and knowledge and skill acquisition of wildlife, forestry and construction.

Opportunities to demonstrate and reflect on culturally significant protocols and use of the Indigenous language (e.g. Cree) will be infused throughout this course. The general and specific learner outcomes in this course will reflect the input collected from the community.

This course requires a permanent outdoor recreation area on traditional lands and equipment to support the learning.

Students will interact with local Elders and Knowledge Keepers during this course.

Course Prerequisites

Traditional Land Based Learning 25 prerequisites (complete any 3):

- First Aid/CPR with AED (HCS2020)
- Food Basic (FOD1010)
- Workplace Safety Systems (HCS3000)
- First Responder 2 (HCS3030)
- Construction Tools & Materials (CON1010)
- Introduction to Stewardship (ENS1010)

Traditional Land Based Learning 35 prerequisite:

- Traditional Land Based Learning 25

Sequence Introduction (formerly: Philosophy)

A goal for students is to be strong in identity, healthy and successful. Providing a locally developed course in Land based learning from a traditional perspective will support students in attaining this goal. Land based learning is a way for Elders and Knowledge Holders to share their traditions and cultural values with students through shared experiences. Land based learning will assist students in acquiring knowledge and skills that can be utilized in their daily lives and beyond. The purpose is to present a course that will not only enhance cultural identity and traditions, but also embrace technology while providing sustainable ways of living in the community.

Student Need (formerly: Rationale)

There is a need to provide promising practises that effectively support the well-being, participation, engagement and achievement in education for Indigenous students and non-Indigenous students. Providing Land Based learning opportunities for students, from a traditional perspective, will help responsive educators to achieve this goal. The Truth and Reconciliation commission has called for action, so offering a course in Land based Learning is a way forward. This course will:

- Advance the bridging of Indigenous and Western knowledge.
- Promote the modelling of land and place based teaching pedagogy and practices.
- Increase high school credit attainment rates for Indigenous students.
- Include students and community in wetlands and fire management research.
- Encourage Indigenous students to enrol and participate in science related careers and occupations.
- Develop pride in culture, tradition, language, and livelihoods.

Scope and Sequence (formerly: Learner Outcomes)

Students will illustrate their ability to become engaged, ethical and entrepreneurial citizens by utilizing a variety of knowledge and skills such as: critical thinking, problem solving, communicating, incorporating technology and adapting to change. This course will provide a foundation for Indigenous students to embrace their cultural heritage while at the same time provide opportunities for them to extend their knowledge and attain high school credits. It may open gateways for careers in forestry, environmental studies, and science based careers.

Guiding Questions (formerly: General Outcomes)

- 1 Identify traditional foods and plan, prepare and evaluate preparation methods.**
- 2 Demonstrate and foster environmental stewardship and study the interrelationships between plants, animals and humans from a holistic perspective.**
- 3 Develop spatial awareness, mapping skills, and survival skills in a traditional wilderness setting.**
- 4 Assist in the construction of various structures to help in the development of an outdoor recreation area.**
- 5 Interact with local Elders and Knowledge Keepers to further student understanding and appreciation of traditional perspectives.**

Learning Outcomes (formerly: Specific Outcomes)

1 Identify traditional foods and plan, prepare and evaluate preparation methods.	25-5 35-5
1.1 Demonstrate safe and sanitary practices of food handling in an outdoor setting	X
1.2 Utilize a variety of outdoor cooking methods: open fire, coals, propane & smoking	X
1.3 Employ methods of safe handling of tools, equipment & supplies	X
1.4 Employ methods to properly store food outdoors	X
1.5 Competently execute meal planning & purchasing supplemental food supplies for an extended outdoor camp	X
1.6 Describe factors that determine availability of food.	X
1.7 Plan, prepare and serve at least one traditional food considering traditional cooking methods and serving protocols.	X
1.8 Describe traditional food patterns and customs and when and how they are used.	X
1.9 Employ methods to prepare and preserve traditional food from bush to table.	X
1.10 Employ methods of safe handling of tools, equipment & supplies.	X
1.11 Demonstrate safe and sanitary practises of food handling in an outdoor setting.	X
1.12 Employ methods to properly store foods outdoors.	X
1.13 Explore traditional food preservation method.	X
1.14 Plan, prepare and serve at least three traditional foods (depending on availability) considering traditional cooking methods and serving protocols	X

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2 Demonstrate and foster environmental stewardship and study the interrelationships between plants, animals and humans from a holistic perspective.	25-5 35-5
2.1 Interact with Elders and Knowledge Keepers to share what they know about living on the land through their experiences and knowledge and be prepared to extend their learning from this knowledge sharing their experiences.	X
2.2 Identify and describe the cultural significance of local species and traditional land areas.	X
2.3 Interact and listen to Elders/ Knowledge Keepers about the Spiritual connections with the land and begin to form opinions regarding their significance.	X
2.4 Find and describe two local medicinal plants and their use.	X
2.5 Identify solutions that promote sustainability of wildlife and their habitat on traditional lands.	X
2.6 Identify and describe how Indigenous culture is reflected/connected with the land and environmental stewardship.	X
2.7 Investigate best practices that could be implemented on traditional lands to promote forest health, ecosystems.	X
2.8 Investigate and describe how interacting with the land promotes health and wellness.	X
2.9 Select and analyze the benefits of three local medicinal plants.	X
2.10 Investigate and analyze the impact that Indigenous people have on promoting the management of wildlife on their traditional lands.	X

3 Develop spatial awareness, mapping skills, and survival skills in a traditional wilderness setting.	25-5 35-5
3.1 Learn and use traditional methods of navigation by following the teachings of an Elder/ Knowledge Keeper.	X
3.2 Use map/compass and GPS to navigate in a traditional wilderness setting.	X
3.3 Use gathered GPS data and ArcGIS to produce story maps of their traditional lands.	X

3.4 Demonstrate use of one traditional navigational technique and one technological navigational technique in a wilderness area.	X
3.5 Demonstrate safety in navigating a traditional wilderness area.	X
3.6 Use GPS to collect data points, and ArcGIS to produce maps of: spiritually significant areas, location of medicinal plants and berry picking areas and detail of wilderness recreation area.	X
3.7 Investigate and discuss information from maps and digital imaging and how they compare.	X
3.8 Observe and practice safety and survival skills while conducting a “day” excursion on traditional lands.	X
3.9 Plan and conduct a “day” excursion on traditional lands.	X
3.10 Construct a weather-proof shelter using materials available on traditional lands.	X

4 Assist in the construction of various structures to help in the development of an outdoor recreation area.	25-5 35-5
4.1 Students will follow all safety guidelines as specified by qualified log builder.	X
4.2 Identify and describe requirements and characteristics of building logs.	X
4.3 Describe and practice making basic log joints used in log construction.	X
4.4 Identify and select the required tools and materials to complete the following project.	X
4.5 Develop basic log construction skills by building and finishing a log structure.	X
4.6 Students will follow all safety guidelines as specified by qualified log builder.	X
4.7 Apply basic log construction techniques to assist in the building of a log structure on traditional lands.	X
4.8 Identify and describe foundation options for a small log structure.	X

4.9 Identify and select required tools and materials to complete log structure.	X
4.10 Apply knowledge of log materials, planning and construction techniques to assist in the production of a log structure that can be utilized for traditional activities.	X

5 Interact with local Elders and Knowledge Keepers to further student understanding and appreciation of traditional perspectives.	25-5 35-5
5.1 Demonstrate knowledge of procedure for drying meat following instruction from Elder/Knowledge Keeper.	X
5.2 Assist in the construction of a dry meat rack.	X
5.3 Demonstrate ability to prepare meat for drying.	X
5.4 Assist in the preparation of the smoking process.	X
5.5 Illustrate safety and appropriate work behaviours through clean-up of site and restoration.	X
5.6 Observe and learn how to hunt and track game through interaction with Elders/Knowledge Keepers.	X
5.7 Review procedure for tanning and hide making with Elder/Knowledge Keeper.	X
5.8 Assist in constructing a rack for tanning hide following direction of an Elder/Knowledge Keeper.	X
5.9 Demonstrate use of tools required for tanning and hide making.	X
5.10 Illustrate safety and appropriate work behaviours through clean-up of site and restoration.	X

Facilities or Equipment

Facility

Permanent outdoor recreation area on traditional lands

Facilities:

Equipment

- Class set (12) GPS units
- Class set: (12) Tablets/iPads
- Subscription to ArcGIS
- Access to log building tools
- Outdoor cooking equipment for large groups
- Personal Protection Equipment (PPE) may be required for some activities

Learning and Teaching Resources

No specific resources are required for this course.

Sensitive or Controversial Content

None identified.

Issue Management Strategy

Health and Safety

All students will have a current standard first aid certificate.

Appropriate precautions will be taken when students are in a wilderness setting (eg. site inspection prior to students working in the area) . School division policies regarding field trips will be followed. Elders/Knowledge Keepers will be on site to assist. Firearms will not be handled by students.

Log building aspect of the course will be delivered by a local log building company under the direct supervision of a certified teacher.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

Aboriginal Studies 10-20-30

Identified Overlap/Similarity

Similar topics exist in the locally developed course and the provincial course sequence.

Reasoning as to Why LDC Is Necessary

Traditional Land Based Learning is required as a locally developed course as it extends and complements the provincial courses with a unique perspective for the student.

Student Assessment

No specific student assessments required for this course.

Course Approval Implementation and Evaluation

No unique processes for review of this locally developed course.

