

APPLIED ARTS DIVISION
School of Health, Education & Human Services
Winter, 2020



COURSE OUTLINE

EIOE 215

FIRST NATIONS OUTDOOR EDUCATION

3 CREDIT COURSE

PREPARED BY: Norma Shorty, PhD DATE: December 9, 2019

APPROVED BY: _____ **DATE:** _____

APPROVED BY ACADEMIC COUNCIL: (date)

REVIEWED BY ACADEMIC COUNCIL: (date)



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FIRST NATIONS OUTDOOR EDUCATION

INSTRUCTOR: Norma Shorty, PhD
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CLASSROOM: TBA
TIME: 9:00 AM – 3:30 PM
DATES: April 20 – 24th

COURSE DESCRIPTION

The course will focus on Indigenous outdoor education experiences and how to use it to enhance classroom teaching and to foster a healing environment. Students will learn activities and methods for teaching Aboriginal cultural customs and environmental studies for academic, personal, social and cultural growth.

YUKON CONTEXT

Yukon First Nation perspectives, knowledge and experience will be incorporated throughout this course as a means to build firm foundations in the practice and rationale of land-based education 'classrooms'.

PREREQUISITES

None

LEARNING OUTCOMES

Students will:

- Experience and reflect holistically upon traditional knowledge and methods of teaching used by Elders.
- Experience an awareness of the Experiential Learning cycle through peer interaction and self-reflections.
- Demonstrate reflection of personal relations and interaction with the land and/or environment from a First Nations world view through planning and future teaching.
- Participate in activities that will enhance healing and learning through self-reflection, positive interaction with each other, and with the environment.

COURSE FORMAT

This course will be a total of 26 class-contact hours. Classes will include inquiry, hands-on activities, collaborative work, presentations, discussions, videos, lecture and guest speakers.

ASSESSMENTS AND EVALUATIONS

ATTENDANCE (15%)

Students are expected to attend regularly.

PARTICIPATION (15%)

Students are expected to complete all assignments, come to class ready and be prepared to learn, and participate actively in class activities.

CREATIVE JOURNALS (40%)

Students are expected to create a journal that will chronicle their experiences in the course. The creative journal should include reflections on ideas presented in class, class activities and further research on land based experiential learning.

OUTDOOR EDUCATION PHILOSOPHY STATEMENT (30%)

In groups of three or four students, you are expected to facilitate, formulate and share a land-based education philosophy statement to potentially be used in future lessons and units.

Daily reflections and summary	40%
Land based education philosophy statement	30%
Attendance	15%
Participation	15%

CELL PHONE USE

Cell phones should be turned off during class time. Any recordings and photos of human subjects must have prior approval from your human subject.

U of Regina
GRADING DESCRIPTIONS

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas,
- and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:
an acceptable basic grasp of the subject material;

- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- average performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 Unacceptable performance.

DRAFT Schedule of events	Experience and reflect holistically upon traditional knowledge and methods of teaching used by Elders	Experience an awareness of the experiential learning cycle through peer interaction and self-reflections	Demonstrate reflection of personal relations and interaction with the land and/or environment from a First Nations world view through planning and future teaching	Participate in activities that will enhance healing and learning through self-reflection, positive interaction with each other, and with the environment
April 20 DAY 1	Who are Kwanlin Dun First Nation? Political address Elders making ancestral and current connections to the land being our teacher	9:00 – 10: 45 Morning circle & philosophy development 11:00 – 3:00 (DRAFT) Carving (CT) Sewing (DS) Storywork (PJ) Spring foods and medicines (DS) Creative works to be your journal-last day/last class circle 3:00 – 3:30 Clean up and announcements	Land Traditions (Hi)Stories Food Sovereignty	Place names and (Hi)story of Marsh Lake, Tagish Lake, Fish Lake, Kwanlin
April 21 DAY 2	How do First Nations sustain culture, knowledges, and language?	9:00 - 3:30 Kwanlin Dun Land Tour – KDFN Lands Branch 12:00 – 1:00 communal lunch 9:00 – 3:00 Spring Foods and Medicines Simultaneous with Lands Tour 3:00 – 3:30 Clean up and announcements	Language Lineage And moiety structures Food Sovereignty	Move forward – think back Place equal value on Indigenous knowledges, history, language, research and more...
April 22 DAY 3	Scholarly uses of traditional knowledge	9:00 – 11:00 Morning circle and philosophy development 11:00 – 3:00 Carving (CT) Sewing (DS) Storywork (PJ) Spring Foods and medicines (DS) 3:00 – 3:30 clean up and announcements	Traditional Values	Copyright Ethics Indigenous Laws Protocols
April 23 DAY 4	What are some place based and local (hi)stories?	9:00 – 3:30 Light Fires Pool Potluck lunch Spring harvest walk Clean up Home	Ancestral Lands & Histories Food sovereignty	The land is our teacher Day Trip Takhini Hot Springs
April 24 DAY 5	Sharing our knowledge	9:00 Share your philosophies 11:00 Potluck set up 12:00 Family and Teaching Community Potluck Lunch 1:00 Closing Circle – your creative work is your journal 3:30 Clean Up & Closing Prayer	Ceremonies	Gratitude