



**COURSE DESCRIPTION:**

- I. This course will commence with a description of Ontario climate and weather as they impact the Ontario tourism industry. In addition, a discussion of geography as it affects travel patterns in the region will occur. The primary focus of the course includes a series of outdoor education workshops focused on expanding student knowledge of outdoor recreational programming for both children and adult groups. This is a specific skills-oriented course, where students will be trained to work as outdoor recreation programmers and instructors for work with a variety of different employers including: parks, outdoor education centres, children's camps, recreational resorts, and a host of other related facilities. During this semester as part of this course, students will perform a volunteer work placement with a recreational business or facility, to gain further practical, hands-on experience.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

**1. Describe Climate as it affects tourism in Ontario.**Potential Elements of the Performance

- Describe the paths taken by cyclones (lows) in winter and summer
- Generally set out on an Ontario map areas with the greatest snowfall and explain why the Great Lakes are the major reason for this
- Identify and access local weather information
- Using familiar signs make reasonable predictions about the weather to be expected in the ensuing 24 hours
- Describe weather conditions in winter and summer that may develop into potentially dangerous conditions for recreational activities including remote touring

This learning outcome will constitute 15% of the course's grade.

**2. Explain the significance of the geography in the region in and around Ontario to the tourism industry.**Potential Elements of the Performance:

- Describe early travel patterns by explorers in the Great Lakes region and how these influenced the locating of towns and cities
- Describe the role of railways and canals in opening up the hinterland
- Describe how resource extraction activities have contributed to the opening up of the northland
- Describe existing land travel patterns in the Great Lakes region and how these influence the tourism market in the region
- Describe the limitations of air travel in accessing the Northern Ontario region

This learning outcome will constitute 5% of the course's grade.

**3. Plan and deliver formal campfire program for children and family audiences.**

Potential Elements of the Performance:

- Understand and explain the basic structure of a typical campfire program
- Develop and deliver a 1 1/2 hour presentation for a group of 20 to 30 Brownies
- Describe the various types of games and activities commonly associated with this type of programming
- Explain and demonstrate the importance of enthusiasm, creativity, and good oral communication when entertaining such groups

This learning activity will constitute 20% of the course grade.

**4. Explain typical sources of employment within the outdoor recreation field.**

Potential Elements of the Performance:

- Describe the various types of positions within Ontario's children's camps and other outdoor facilities, and the qualifications required for various positions
- Explain the different opportunities available for recreation business development, in working as a provider of instructional courses
- Perform 16 hours of related work with a local outdoor recreation organization

This learning activity will constitute 10% of the course grade.

**5. Describe, from experience, the variety of winter opportunities for outdoor recreational programming.**

Potential Elements of the Performance:

- Operate snowmachines & groom the Sault College ski trail as part of a group
- Organize and run as a class the Snow Canoeing event at Bon Soo
- Explain the major operational components of local ski resorts, and the different types of activities that can occur at these facilities
- Demonstrate a number of newly acquired skills learned throughout this course, such as: nordic skiing, alpine skiing, and snowboarding, ATV operation, snow shoeing etc.
- Describe how outdoor recreational programming fits into the adventure travel and ecotourism business
- Demonstrate and understanding of the operations of a variety of outdoor recreation businesses as experienced on scheduled field trips

This learning activity will constitute 50% of the course grade.

**III. TOPICS:**

- 1 Introduction to Outdoor Recreation
- 2 Climate/Meteorology and tourism in Ontario – 2 weeks
- 3 Ontario geography and tourism -½ week
4. Employment Opportunities in Outdoor Recreation
5. Children's Campfire programming
- 6 Snow Canoeing -Team Building Initiative
- 7 Rock & Ice climbing
- 8 Dog Sledding
- 9 Snowmobiling
- 10 Snowshoeing
- 11 Nordic Skiing –Trail Grooming
- 12 Alpine skiing
- 13 Rock & Ice Climbing
- 14 Horseback Riding
- 15 Snow Boarding
- 16 ATV operation

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Environment Canada. 1998. Wind, Weather & Waves, A guide to marine weather in the Great Lakes region. Ottawa, Minister of Supply & Services. 144 pp.

Entrance fees and equipment rentals for specialized activities conducted on field trips - students will most often be given special group rates during this course. Costs will run between \$100 and \$120 dollars.

**OTHER RESOURCES AVAILABLE IN THE LIBRARY:**

Cole, F.W. 1980. Introduction to Meteorology. Toronto, John Wiley & Sons. 505 pp.(on reserve)

Drake, J., and A. Love. 1996. The Kids Campfire Book. Toronto, Kids Can Press. 128 pp.

Government of Canada and United States Environmental Protection Agency 1995. The Great Lakes, An Environmental Atlas and Resource Book, 3<sup>rd</sup> Edition. Toronto, Government of Canada and Chicago, U.S. Environmental Protection Agency. 46 pp. (available in reference section).

Meteorological Branch, Department of Transport, Canada. 1968. Weather Ways, Ottawa, Queen's Printer. 145 pp. (in reference section)

**Several other weather books are available in the library in Section QC 600.**

## V. EVALUATION PROCESS/GRADING SYSTEM:

Theory Test on Meteorology/Climate/Geography	20%
Mandatory Work Placement (16 hours +)	10%
Children's Campfire Program (Group Presentations - 1½ hours)	20%
Snow Canoeing Event for Bon Soo	5%
Field Trip \ Guest Speaker Reports\ quizzes	40%
Ski trail grooming	<u>5%</u>
	100%

1. All field trips occurring during this course are **mandatory**. Students missing a field trip without prior consent of the instructor or without good reason will be **penalized 5%** of their overall course mark per trip, above and beyond their missed 5% report. **(ie: Minus 5% for missed report + 5% penalty = 10% deducted total)**. Students may miss a report or quiz on ONE of these field trips without penalty.
2. **Students will perform a mandatory work placement of 2 days in length (16 hours) or more** in the outdoor recreation industry, working as an Assistant Outdoor Recreation Programmer or Instructor for a local business or facility. Students wishing to put in additional hours in this mandatory work placement are encouraged to do so. Other requirements for the placement are listed in the specific handout for this component.
3. Assignments will be handed in on time, or be **penalized 10% of the reports overall mark per day**, including weekends.

The following semester grades will be assigned to students in postsecondary courses:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in	

	field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 493 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.