

COURSE DESCRIPTION:

- I. This course will examine the significance of regional outdoor recreational activities and how they impact on the Ontario tourism industry as well as investigate how to grow the Sault Ste Marie and region to become a world class destination for Outdoor Adventure Recreation. Weather, climate change, population distribution, travel patterns and topography, as they impact the Ontario tourism industry will be discussed. This is a specific skills-oriented course, where students will be trained to work as outdoor recreation programmers for work with a variety of different employers including: parks, outdoor education centers, children's camps, recreational resorts, and a host of other related facilities. During this semester as part of this course, students will perform a 16 hour volunteer work placement with a recreational business or facility, to gain further 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. **Explain the significance of outdoor recreation activities on Ontario's tourism industry.**

Potential Elements of the Performance

- Produce a list of outdoor recreational activities in the province.
- Research the impact of outdoor recreation from a past and present perspective.
- Research the impact of outdoor recreation on the future of Ontario's tourism industry.
- Describe how outdoor recreational programming fits into the adventure travel and ecotourism business .

This learning outcome will constitute 10% of the course's grade.

2. **Describe weather, climate change and geography as they impact on outdoor recreation and 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
- 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 10% of the course's grade.

3. Obtain practical experience in the outdoor recreational field by completing a 16 hour placement.

Potential Elements of the Performance:

- Research the various types of positions within Ontario's outdoor recreation field and apply to volunteer.
- 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. (Includes work at Bon Soo)

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

4. Investigate and report on how to grow the Sault Ste Marie region to become a world class outdoor recreation destination.

Potential Elements of the Performance:

- Research and produce a report of outdoor recreational establishments and facilities in the region.
- Research employment opportunities at these outdoor recreation establishments.
- Identify potential certification required for various positions.

- Research costs and logistics of the certifications.
- Identify the local players in the Outdoor Recreational Field and Invite them to a workshop.
- Identify the major operational components of local ski resorts, and the different types of activities that can occur at these facilities
- Demonstrate and understanding of the operations of a variety of outdoor recreation businesses as experienced on scheduled field trips

This learning activity will constitute 70% of the course grade.

III. TOPICS:

- 1 Introduction to Adventure Recreation
- 2 Climate Change/Meteorology and tourism in Ontario
- 3 Ontario geography and tourism
4. Employment Opportunities in Outdoor Recreation
5. Rock & Ice climbing
- 6 Dog Sledding
- 7 Snowmobiling
- 8 Snowshoeing
- 9 Nordic Skiing
- 10 Alpine skiing
- 11 Organizing and running a workshop.
- 12 Snow Boarding

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

None.

Recommended Resources**RESOURCES Will Be Put on Reserve in the library as required.**

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, 3rd 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:

Weather Portfolio	10%
Mandatory Work Placement	20%
Book Report	5%
Field Trips Attendance and Participation	50%
Video Assignment	10%
Certification Report	<u>5%</u>
	100%

- Field trips must be chosen outside the instructors office door (J1202).
- 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.
- Assignments will be handed in on time, or be **penalized 10% of the overall mark per school day.**

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

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

Specialized equipment clothing and provisions will be required during field trips. Students unprepared for conditions will not be allowed to attend the field trip and will receive a mark of 0 for the day.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.