

askî kiskiyihtamôwin

ILE-A-LA CROSSE SCHOOL DIVISION LAND-BASED LEARNING SAFETY GUIDE



Never give children a chance of imagining that anything exists in isolation. Make it plain from the very beginning that all living is relationship. Show them relationships in the woods, in the fields, in the ponds and streams, in the village and in the country around it. Rub it in. (Aldous Huxley)



Land-Based Learning

COMPILED AND WRITTEN FOR ILE-A-LA CROSSE SCHOOL DIVISION 112,
WITH ACKNOWLEDGEMENT TO:

Past and present members of the Ile-a-la Crosse School Board have promoted land-based learning for the physical, mental, emotional, and spiritual learning of our students.

Teachers and support staff who continue to provide outdoor learning experiences for both curricular and cultural outcomes.

Staff, Knowledge Keepers. Board Members and the community - for sharing knowledge and passion for outdoor and environmental education.

Ministry of Advanced Education, Province of British Columbia, for its foundational research in *Risk Management for Outdoor Programs: A Handbook for Administrators and Instructors, 2003*. (Specific notations indicated in the text of this guide: #s 1-10.)

Physical Education Safety Guidelines for Saskatchewan Schools 2023

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POLICY STATEMENT

The safety of our students is a prime concern of our school division. The design of an outdoor learning program, the implementation of its curriculum, and the actions of staff and students must reflect this priority.

1.0 BACKGROUND

Land-based learning has always been offered by the Ile-a-la-Crosse School Division, from Pre-Kindergarten to Grade 12. Phys. Ed. teachers use the outdoors as a classroom for seasonal sports such as canoeing, skating or cross-country skiing. Homeroom teachers take students outside for curriculum activities, community excursions, or day trips - canoeing, hiking, blueberry-picking. Wildlife and Northern Life courses include traditional activities such as snaring and fishing. Land-based learning clubs participate in winter camping and multi-day canoe trips, and an annual Cultural Camp gives students a cultural and traditional experience of life on the land.

Ile-a-la-Crosse is ideally located for land-based learning - at the confluence of three northern rivers, in a habitat of lakes and boreal forest. There is a diversity of vegetation, wildlife and terrain that has sustained the community since its first days as a fur trading post in 1776. Land-based learning in our school division is about more than just the environment; it is about the history, culture, and language of the community. The Ile-a-la-Crosse School Division therefore sees land-based learning as an essential part of our school programming.

A Wilderness Camp was first considered by the Ile-a-la-Crosse School Division in 2000. It was originally intended as a full program of studies for a cohort group of at-risk youth. A site was chosen, and a program of studies was developed but, for a variety of reasons, it was decided to postpone the Camp to a future time. For most of the years since then, the School Division focused its energy and resources on building our new integrated facility, but the concept of a wilderness camp was often discussed at board meetings.

In 2010, a Storefront Program was introduced in the school division. Its purpose was to enable at-risk youth to upgrade their academic skills and earn high school credits, and to provide life skills, cultural learnings and spiritual support. Students were given the opportunity to learn traditional skills on the land. This Storefront Program revived interest in a wilderness camp.

In the fall of 2011, meetings were held that included the Storefront instructor, board members, teachers, students and Elders. In these meetings, the focus shifted away from the concept of a wilderness camp for a cohort group. Instead, it was decided that the Storefront Program might be the starting point for a Wilderness Camp that would serve all students in the school division, from Pre-K to 12.

1.1 Vision

The vision for the Wilderness Camp was *to create a world-class land-based learning site that serves students of all ages in the Ile-a-la Crosse School Division*. The camp would provide a wide range of outdoor and environmental education opportunities for students of all ages: including the following:

- ∞ Cultural Camps
- ∞ Hiking/Nature Trails
- ∞ Canoeing
- ∞ Environmental and Science Education
- ∞ Practical and Applied Arts (P&AA)
- ∞ Trades Training: Carpentry and Construction
- ∞ Traditional food gathering and processing
- ∞ Land Based Education

1.2 Purpose

- ∞ To teach appreciation and respect for the land which, in turn, will develop advocates for the land and respect for people.
- ∞ To give our students time and exposure to the land so they will be comfortable and confident in the bush, in nature. (Instead of *âtawiyimisowin*, there should be *tâpwihtâsowin*: “to believe in yourself”.)
- ∞ To give students a chance to put the Medicine Wheel into practice.
- ∞ Indigenous Ways of Knowing and Being

1.3 Program

The outdoor learning would integrate academic and cultural outcomes:

- ∞ A program designed to address the achievement gap - that supports the academic teaching of all Elementary and High School students.
- ∞ “Place-based” education: Making the connection between physical activity and cognitive learning.
- ∞ A flexible and harmonious scheduling plan that gives the Wilderness School the blocks of time it will require – a modular and integrated approach to curriculum. The Wilderness School should be “hard-wired” or “blended” into the school system.
- ∞ Curriculum connections: Writing about their experiences (ELA); monitoring water, identifying trees and wildlife (Science, Biology), lots of physical activity (Wellness, Phys. Ed.), mental health and well-being.
- ∞ Every child has time in the outdoors: “enjoying themselves”, “play learning”, “food gathering and cooking”, “storytelling”, “listening to Elders”, “learning how to laugh.”
- ∞ Older students supervising younger ones, developing leadership skills and qualities of caring and nurturing, “acting out the Medicine Wheel.”
- ∞ Michif language learning integrated into the outdoor curriculum and all land-based learning activities.
- ∞ Treaty Essential Learnings
- ∞ Truth and Reconciliation Calls to Action

1.4 Action

The Wilderness Camp site was chosen at the end of Rosser Bay and site development began in early 2012. It was decided that there should be a central shelter or building or tipi that would serve as a gathering point. In collaboration with Northlands Regional College, a building was constructed by

the WIIT (Women in the Industrial Trades) students, and a tipi was later erected beside the pond. Our Wilderness Camp was officially opened in August of 2012 - a collective creation that involved WIIT students, Elders, teachers, school board members, school division personnel and the Village of Ile- a-la-Crosse.

Staff were inserviced and oriented to the site, and student excursions began in the 2012-2013 school year. Students of all ages now visit the Wilderness Camp, now called Amiskowîsti, for curricular and cultural learnings, along with their teachers, EAs, parents and Elders.

The curriculum of the Ile-a-la-Crosse School Division Land-based learning Program is embedded in the province's Broad Areas of Learning, as italicized below.

Broad Areas of Learning

The Broad Areas of Learning reflect the desired attributes for Saskatchewan's PreK-12 students. The descriptions below show the knowledge (factual, conceptual, procedural, metacognitive) that students will achieve throughout their PreK-12 schooling career.

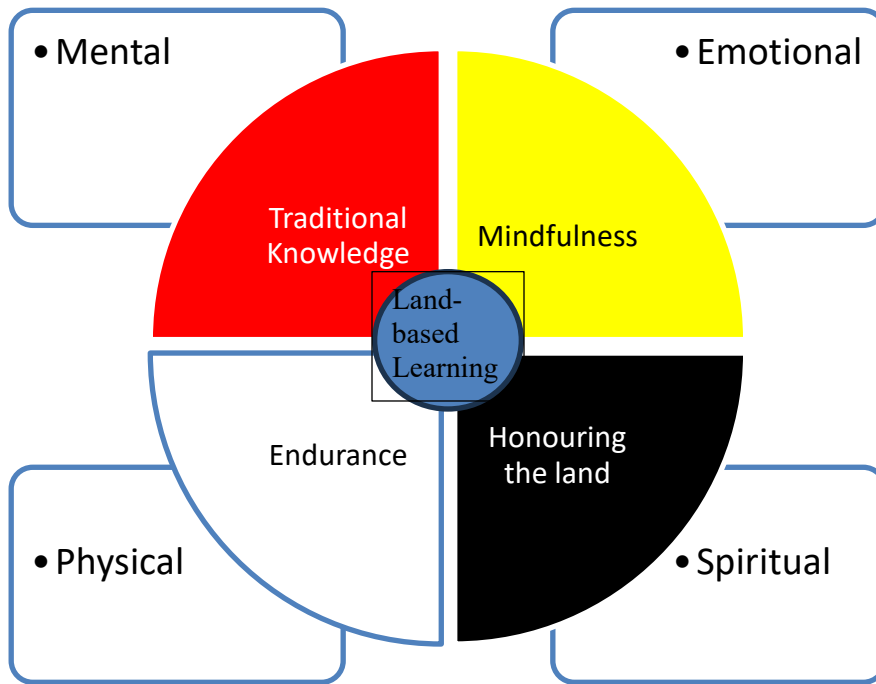
Sense of Self, Community, and Place: Students possess a positive sense of identity and understand how it is shaped through interactions *within natural and constructed environments*. They are able to nurture meaningful relationships and *appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan* and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and *the influence of place on identity*. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, *students' sense of self, community, and place is strengthened*.

Lifelong Learners: Students are *curious, observant, and reflective* as they imagine, *explore*, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from *subject discipline studies, cultural experiences, and other ways of knowing the world*. Such ways of knowing support students' *appreciation of Indigenous worldviews* and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Engaged Citizens: Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the *environmental*, social, and economic sustainability of *local and global communities*. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, *natural and constructed environments*. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

The addition of the Amiskowîsti to our land-based learning programming has created the need for a risk management policy – a set of safety protocols and procedures for the school division. What follows is therefore an Land-based learning Safety Guide not just for the Amiskowîsti, but for all land-based learning activities in the Ile-a-la-Crosse School Division.

1.5 Indigenous Ways of Knowing and Being



Many activities fit more than 1 quadrant and in that observation is the value of land-based learning it is holistic and central to Indigenous ways of knowing and being.

Sweat lodge ceremony	smudging	fire making	setting a net	gardening	tipi
picking medicines	berry picking	gathering	hunting	nature walks	snaring
trapping	hunting	canoeing	making shelters	canoeing	snowshoeing
skiing	food prep	birch syrup	storytelling		

1.6 The Ile-a-la Crosse Context

Ile-a-la Crosse is situated on a peninsula. The lake and rivers are part of our students' everyday life. With this constant exposure to the water ways our students have experience on the water. This can lead to improved skills and safety practices, but it can also lead to increased risk if we make assumptions or do not teach and reinforce safety practices.

Also to be considered is Indigenous ways of knowing and being. Many of our Knowledge Keepers may have the practical skills and experience to lead Land-based Learning but may not have the certification. These skills must be respected and through the lens of reconciliation and decolonization recognized by the division.

2.0 RISK MANAGEMENT: AN INTRODUCTION

“Risk” is a small but weighty word that we apply to all aspects of our lives - personal, professional, recreational. It is a measure of the degree of *hazard*, *exposure* or *danger* present in a given activity that might lead to accident, injury or even loss.

Educational activities are no exception. There are risks associated with nearly every place of education – from the bus to the gym to the lab to the classroom. And we know that risk can never be fully eliminated; there is no such thing as “zero risk” anywhere in our lives, nor in the lives of our students. In fact, many of our most exciting learning and life experiences come from the acceptance of a certain level of risk.

This certainly includes experiential learning opportunities in a wilderness environment. Given the unpredictability of nature, weather and circumstance, outdoor learning has its own set of risks. These are usually thought of in terms of personal physical injury. The responsibility of the school division is to minimize these risks. It should apply a level of “due diligence” so that reasonable precautions are in place for all students and staff.

A systematic system for identifying, assessing, mitigating, or controlling risks is critical for meeting the standard of due diligence. If and when accidents do occur, a process should be in place to respond to them efficiently and effectively. We call this “risk management.”

This guidebook therefore sets out recommended minimum operating practices and protocols for ensuring the safety of our students, while ensuring that students and staff are always prepared for the unexpected. Risk can never be eliminated, but it can be minimized.

This guidebook is a starting point for risk management in the outdoor learning program of the Ile-a-la-Crosse School Division. It is a “starting point” because risk management should be a dynamic, responsive process of adaptation and change; it should always be a “work-in-progress” so that the level of safety continually improves.

2.1 A Collective Responsibility

Risk management is a collective responsibility, involving the school division, school administration, staff and students. All must be constantly looking for ways to manage and improve the outdoor learning experience. All must contribute so that there is an integrated, systemic approach to minimizing risk and ensuring safety.

2.2 School Division

As part of its due diligence, the school division must provide a reasonable level of care to students and staff, which should include the following:

- ∞ Hiring qualified instructional staff.
- ∞ Providing professional development for staff supervisors (i.e. First Aid/CPR)
- ∞ Providing safe equipment, transportation, and communication devices.
- ∞ Requiring trip plans, safety talks, curriculum planning, incident reports.
- ∞ Outlining required and recommended practices.
- ∞ Providing appropriate insurance.
- ∞ Hosting an Occupational Health and Safety (OH&S) program to monitor

workplace safety (including wilderness facilities) and to recommend policies and procedures.

- ∞ Partnership with SPSA and Metis Nation for land stewardship, harvesting, safety protocols that consider Indigenous traditional practices and rights.

2.3 Instructional and Support Staff

Everyone who works in a land-based learning program must work safely and encourage others to do the same. Staff must ensure safety by:

- ∞ Reading land-based learning safety guidelines.
- ∞ Conducting themselves according to safe work procedures and protocols.
- ∞ Avoiding inappropriate conduct that may endanger the self or students.
- ∞ Ensuring that supervision is not impaired by stimulants or fatigue.
- ∞ Reporting unsafe conditions or equipment to the school administration.
- ∞ Utilizing recommended safety gear and ensure students do the same.

2.4 Resource People / Volunteers

Everyone who works in a land-based learning program must work safely and encourage others to do the same. Resource People/Volunteers ensure safety by:

- ∞ Awareness of guidelines (training pamphlet provided by ICSD)
- ∞ Sharing their expertise/knowledge base
- ∞ Respecting division safety protocols

3.0 RISK FACTORS IN LAND-BASED LEARNING

Outdoor learning programs encompass a wide variety of activities - canoeing, swimming, skiing, snowshoeing, snaring, camping, hiking or just walking. Within each of these categories is a wide range of risk factors that vary by activity, conditions, and participants. For example, the risks inherent in white-water canoeing differ from those of flat-water canoeing; each has its own spectrum of risks, depending on the classification and length of rapids, the size and condition of lakes, and the skill level of the students. Weather conditions – temperature, UV radiation, wind, precipitation - can also influence risk, as can the age and experience of the students and the expertise of their supervisors. Risk management is therefore a complex responsibility, with all kinds of situational and environmental factors.

Risk factors are usually associated with *people*, *equipment*, and *environment*.¹ The greater the number of risks related to these factors, the greater the chance that an incident or accident might occur. And most accidents are the result of a combination of these three risk factors:

- ∞ **People:** age, skill level, attitudes, experience, health & fitness, group size
- ∞ **Equipment:** clothing, shelter, safety equipment (lifejackets, helmets, whistles, etc.), first aid kits, communication devices.
- ∞ **Environment:** weather (wind, temperature, precipitation, wind chill, UV index), terrain, water conditions (length and class of rapids, size and condition of lakes), snow conditions, flora and fauna (poisonous plants, wildlife).

Risk Matrix

Activity/People/Equipment/Environment Severity	high severity low likelihood	high severity high likelihood
	Low severity low likelihood	Low severity high likelihood
	Frequency /Likelihood	

4.0 REQUIRED, RECOMMENDED & REFLECTIVE PRACTICES

Risk management is therefore complicated – too complicated for a comprehensive “one-size-fits-all” set of standards. Instead, an effective outdoor learning program consists of a set of generally accepted practices. A “practice” is *a common, habitual or expected way of doing something* – a recommended action or procedure.² Practices fall into three categories – the 3 R’s of land-based learning:

4.1 Required Practice

These are safety procedures required by legislation or by school division policy, such as the use of life jackets in watercraft, the ratio of students per adult during outdoor excursions, communications equipment, First Aid kits, CPR/First Aid certification. These include consistent procedures for teachers and administrators such as: parental permission, curriculum planning, trip planning, emergency procedures, incident reports.

4.2 Recommended practice

These are guidelines, or common practices, for specific outdoor activities: loading and launching canoes, hiking supervision, set-up and take-down procedures, firepits and fire safety, inclement weather, response to wild animals. These may include optional practices for situations that require adaptation or flexibility – when the context of the situation needs to be assessed before an action can be determined.

4.3 Reflective Practice

These are practices that are in response to the 3 U’s – Unique, Unusual or Unexpected situations. Given the unpredictability of nature, there will often be times when staff and students will have to make a decision that requires creativity and adaptation because they are “not in the book.”

Here is an example of how an instructor might consider risk factors and various required, recommended, and reflective practices. Imagine a group of students who arrive at a set of rapids and face a choice between running and portaging. All of the required practices have been met: parental permission, a trip plan, first aid kit, life jackets, communications equipment, proper supervision. The instructor still has a number of choices, all involving risk assessment and management. Knowing there is no such thing as zero risk, the instructor will weigh the various risk factors and make a choice, drawing on both recommended and reflective practice:

Risk reduction: The instructor might have the students portage all gear, then review techniques and plan a sequence that will enable safe passage through the rapids, as well as strategies for rescue, if needed. They will draw on both required practice (life jackets) and recommended practice (techniques, signals, order and spacing of canoes) for running these rapids.

Risk mitigation: The absence of a portage might require a combination of running, wading and lining. Again, this would require a combination of required (life jackets) and recommended (signals, spacing, choice of lining, paddling or

carrying) practices to minimize and mitigate risks.

Risk avoidance: Given the difficulty or length of the rapids, the skill level of the students, the time of day, or weather conditions, the instructors might decide to have the students portage the rapids. This would be a reflective and cautionary practice, given the particular circumstance or situation.

If an accident were to occur in any of the above situations, the instructor(s) would use the required practices for communicating with parents and reporting incidents.

5.0 THE PRECAUTIONARY PRINCIPLE IN LAND-BASED LEARNING

It is important to apply the “precautionary principle” in land-based learning – to establish a minimum operating standard with respect to **skills, supervision, equipment, environment, communications, and identification of hazards:**

5.1 Skills

The curriculum should accommodate the skill levels of the participants. For educators, this means planning in advance for the least able or least skilled students so that their safety is not compromised. There should not have to be major changes to course content while the activity is in progress. Planning should also accommodate the skill level and expertise of the teacher and supervisors. Supervisors must be aware of their own physical, technical, and experiential limitations and only undertake activities that are within their capabilities. Our students have the right to expect that their teachers and supervisors have the knowledge and resources to keep them safe.

5.2 Supervision

Planning should include a minimum standard of adult supervision. For outdoor learning activities on water or away from the school yard, community and Amiskowîsti site the Ile-a-la Crosse School Division requires the following ratios of students to adult supervisors:

<u>Grades</u>	<u>Ratio</u>
Pre-K	2:1
K	3:1
1 to 3	4:1
4-5	5:1
6-9	6:1
10-12	8:1

For activities located in the school yard, in the community or at Amiskowîsti the Principal will determine safe ratios based on activity, weather and skill level of class.

*Students with complex needs will be considered outside the ratio at the discretion of the principal and in accordance with the students individual education plan.

5.3 Environment: *Kaniwihta askî*

There is another dimension of risk management that must be an essential component of any land-based learning program – the risk to environment. We always leave some footprints when we hike, camp or canoe. The only way to achieve zero risk to the environment would be to keep our students in the school and off the trails and waterways. With this reality in mind, the goal should be **to minimize our students’ effect on the environment** – to leave outdoor sites as undisturbed as possible and as natural. We must integrate risk management for the environment at every stage of land-based learning – planning, implementing, and evaluating.

5.4 Equipment

Appropriate and well-functioning equipment must be used at all times. Planning should include the requisition and preparation of equipment that will meet the needs of all students and supervisors.

∞ The quantity of equipment must be adequate for the activity.

- ∞ The equipment is regularly inspected - and retired when unsafe.
- ∞ The equipment is in good condition and has been repaired and maintained as required.
- ∞ The equipment is being used for its intended purpose.
- ∞ Safety adjustments are made, if necessary. (Ski bindings, canoe bailers, etc.)
- ∞ The First Aid kit and communications equipment are available for the activity.
- ∞ Students (and parents) are informed of the basic clothing and footwear required for the activity.

An outdoor learning program must have a first aid kit on site. There should be a first aid kit at both on excursions and the Amiskowîsti site, and all staff should be made aware of its location. The type of kit will depend on the length of excursion and distance from the nearest hospital. A multi-day canoe trip, for example, will require a superior first aid kit.

5.5 Communications

Some argue that the presence of technology detracts from a wilderness experience. However, in the case of student trips, safety comes first. For excursions to local areas such as South Bay or the Amiskowîsti, teachers should check ahead of time to see that there is cellular coverage and then carry an extra cell phone as back-up. For more remote trips or multi-day excursions, a satellite system must be carried, as well as a schedule and plan for communicating with the school administration. On every land-based learning trip, there should be a communications link to the school.

Supervisors should carry communications systems that are suitable for the student group, the program goals and objectives, the location and duration of the trip, and the terrain.

5.6 Identification of Hazards

A risk management plan identifies the field-based hazards a program might face – either environmental or human in nature. It is important to identify only plausible hazards; a list of all possible hazards would be infinite and unhelpful. A risk management plan should also give recommended practices for responding, with the understanding that circumstances may call for a unique response. **Appendix A (Environmental Hazards)** and **Appendix B (Human Hazards)** provide the beginning of such a plan³. As more hazards and recommended practices are identified, this plan will become more comprehensive. It should always be a work-in-progress.

6.0 PLANNING FOR SAFE & SUCCESSFUL LAND-BASED LEARNING

The most important element of a successful land-based learning program is planning. Parent/Guardian Permission forms, Trip Plans and Safety Talks are essential.

6.1 Parent/Guardian Permission

Land-based learning activities are usually of a curricular nature and pose very little risk. Safety procedures, safety talks and equipment maintenance will minimize and mitigate risks that are present. For most land-based learning activities, such as daily walks, hikes, or excursions to the Amiskowîsti, a general permission form can be used for the entire school year (**Appendix C**). For individual field trips or excursions, a parent/guardian form is provided in **Appendix D**.

For higher risk activities, a separate release, waiver, or informed consent form should be created. This will ensure that students and parents are aware of the nature of the outdoor education activity and the precautions that are in place to minimize risk. **Parental permission forms are a required practice for land-based learning activities that require overnight or multi-day camps or excursions.** They are both educational and inclusive; they inform the parent of the risk level of the activity, and they enlist the parent's support.

6.2 Trip Plans

Trip planning should include weather-related preparation, assessment of potential hazards, communication, and emergency procedures. Every land-based learning excursion should include a Trip Plan⁴ with the following details:

- 6.2.1 **Trip Summary**: This should briefly outline the location of the trip, with a short narrative of the trip.
- 6.2.2 **Time Plan**: This section should provide a clear itinerary, with drop-off and pick-up times and estimated travel times. For multi-day expeditions, maps should be included with the route and campsites (if known).
- 6.2.3 **Students**: An accurate list of students should be attached or included.
- 6.2.4 **Supervisors**: A list of adult supervisors must be included, all of whom must have school division approval. The number of supervisors must meet the minimum supervision ratio for the age and number of students.
- 6.2.5 **Equipment**: This section (or attachment) should include a list of personal equipment to be provided by the student or school.
- 6.2.6 **Cost**: If the excursion requires special approval or funding, this should be indicated on the Trip Plan or submitted separately.
- 6.2.7 **Evaluation**: This section is to describe the evaluation procedures that will be used after the trip.
- 6.2.8 **Trip Approval**: The School Principal will sign and date the Trip Plan to give approval. If the trip requires Board approval, the Director of Education will sign and date the Trip Plan on behalf of the Board.
- 6.2.9 **Checklist**: Parental permission, administrative approval, first aid kit, communications system, weather forecast and fire danger level, bus arrangements, emergency contacts.

A sample Day Trip Plan form is provided in **Appendix E**. A sample Multi-Day Trip form is provided in **Appendix F**. A Teacher/Supervisor Checklist is provided in **Appendix G**.

6.3 Safety Talks

Safety instructions should be given to students before any land-based learning activity⁵. These “safety talks” should outline risks or dangers and give adequate instructions on what to do to avoid mishaps. In the case of a walk or short hike, these instructions can be simple and brief. For activities of longer duration or higher risk, the safety talk will be more comprehensive – perhaps a complete lesson. For multi-day expeditions, a series of safety talks may be required. These will be an invaluable part of the students’ land-based learning.

The following is a sample outline for a Safety Talk:

- ∞ Introduction: Explain the need to assume responsibility for their own and the group’s safety, with a “buddy system” to encourage this.
- ∞ Trip Details - where they are going, how they will travel, how long they will be gone.
- ∞ Outline the hazards or dangers – weather, terrain, activity (i.e. wind chill, bush trails, snow depth)
- ∞ Discuss clothing and footwear (i.e. raincoats, rubber boots)
- ∞ Demonstrate proper use of equipment (i.e. use of skis and poles)
- ∞ Demonstrate proper technique (i.e. loading and launching a canoe)
- ∞ Explain what to do in case of an emergency (i.e. someone lost or injured)
- ∞ Student Responsibilities:
 - Discuss physical demands and expectations.
 - Identify any medical or physical conditions that might affect performance.
 - Reinforce zero tolerance for alcohol or drugs.
 - Ask students to report incidents, accidents, and equipment problems.
- ∞ Closing: Emphasize the role of the group (*It’s not enough for each of us to do well. For the trip to be a success, we must all do well!*)

Instructors should adopt an instructional style that educates, warns, and asks for “buy in” from the student when embarking on high-risk activities. A competent instructor is able to demonstrate that students were aware of the risks and potential consequences before participating and participated voluntarily in the activity. This message should be repeated daily at the program level, individual course level, and individual trip level, and repeated throughout the activity. (Risk Management for Land-based learning Programs, Ministry of Advanced Education, Province of British Columbia)

7.0 EMERGENCY RESPONSE

The school division and its staff must take reasonable steps to protect students and staff from foreseeable risks that have the potential to cause injury. Risk must be managed and minimized but as indicated earlier, this does not eliminate risk. Accidents will happen, and these will almost always be minor – scrapes and scratches, sprains, and strains.

However, if a more serious situation does occur, it is important that emergency procedures be in place.

The effectiveness of emergency response is dependent on the level of Planning, Assessment, Time, Action, and Communication:

7.1 Planning

Teachers/Supervisors must ensure that they are well-planned and well-prepared, so that incidents and accidents are prevented. Safety talks are an essential part of this planning so that students are fully aware of the risks and dangers of an activity – slipping or falling due to terrain, swamping, or overturning due to rapids, etc. A list of all emergency phone numbers should be posted on site and carried by at least one supervisor. Emergency communications devices and contact numbers must be carried on multi-day expeditions.

7.2 Assessment

It is important that supervisors call for emergency assistance when they have encountered a situation that they cannot handle in an adequate or timely manner. Example: For minor injuries, the supervisors may decide to provide temporary treatment and arrange transportation to the hospital. For major injuries that are time-sensitive, life-threatening, or sensitive to movement, the supervisors may decide to call 911 so that EMTs are immediately dispatched. To report a fire, supervisors should call the Ile-a-la Crosse Fire Cache at 306-833-3230, or Buffalo Narrows Fire Center at 1-306-235-1804.

NOTE: The Ministry of Environment includes the Amiskowîsti in the “high priority” zone that surrounds the community of Ile-a-la Crosse. Response would therefore be immediate in terms of fire-fighters, aircraft and, if necessary, evacuation.

7.3 Time

Supervisors must quickly assess and recognize when a situation is beyond their capabilities and not wait too long before they call for assistance.⁶ Example: If supervisors become aware of a forest fire in the area, they should make immediate plans to transport the students back to the community. In the case of Amiskowîsti, an evacuation would be made from Highway 155. If this access was closed, a decision should quickly be made to call 911 and Fire Cache and move the students to an agreed-upon pick-up point across the bay or, if necessary, to shallow water.

7.4 Action

Supervisors must call for the appropriate emergency response and interact calmly and professionally with the responders who arrive: RCMP, EMTs or Fire Fighters.

7.5 Communication:

In the event of an accident during a land-based learning excursion, it is essential that immediate communication be made to school division administrators and parents/guardians. This protocol requires teachers to report the accident to their principal (or vice-principal) who, in turn, will inform the Director of Education and contact parents. Information should be presented in an accurate and sensitive manner to parents, and in a professional and discretionary manner to the community or media. **The communication line is therefore from teacher to principal and from principal to parent and Director.** If the situation requires communication to the community or to the media, this will come from the Director of Education. The Director will decide which information should, or should not, be given to the public.

8.0 INCIDENT REPORTS

In the context of land-based learning, an “incident” is an event that results in, *or has the potential to*, cause an injury⁷. Incidents may include any of the following:

- ∞ a personal injury or accident
- ∞ an accident that results in damage to equipment property
- ∞ a “near miss” that could have resulted in serious injury or damage

A “near miss” or “close call” is usually an accident that is averted by luck or good fortune. Near misses occur more often than accidents, but they should be carefully reported and assessed so they don’t happen again. Both students and staff should be asked to describe and discuss near misses so that they become part of the ongoing improvement of land-based learning safety.⁸

All incidents must be submitted to school administration on Incident Report Forms currently in use in both schools. The Principal will send a copy to the Director of Education who will bring the redacted incident to the next Land-based Learning Committee meeting. Incident reports should always be followed by a careful assessment:

- ∞ Were required practices followed? (ie. life preservers, supervision ratio)
- ∞ Were First Aid and/or emergency procedures followed?
- ∞ Were safe, or recommended, practices followed? (ie. Safety Talks)
- ∞ Was the equipment safe, well-maintained and used properly?

The results of this assessment must be communicated to staff and parents and then used to improve the safety of future outdoor activities.

8.1 Safety Reviews

Safety reviews are a process of identifying strengths and weaknesses so that improvements can be made.⁹ They are an essential part of risk management. As new situations arise, the risk management plan is never “written in stone”; it will always be a work-in-progress. There are various levels of the safety review process:

Level 1: Teacher/Supervisor

During and after each activity, the teacher or supervisor reflects on the safety issues that have arisen and then adjusts future activities to address them. This is a process of professional and program development. Significant learnings should be shared with other teachers, school administration and the Land-based learning Committee.

Level 2: School Administration

In-school administrators should monitor required and recommended practices and safety issues that arise and then address these issues at a school-wide level. Safety issues that require a school division response should be communicated to the Land-based learning Committee and Director of Education.

Level 3: Land-based Learning Committee

As the Land-based Learning Committee reviews the curriculum, staffing and scheduling of its land-based learning program, it should always identify safety issues that need to be addressed. These meetings shall occur at least 3x per year. It is also a good precautionary practice to document these discussions and decisions, in case an accident occurs that raises liability issues. Safety should be an agenda item at all Land-based

learning Committee meetings so that emerging issues are addressed on an ongoing basis:

- ∞ Review safety problems or issues that have arisen.
- ∞ Review incident and accident reports.
- ∞ Expand the list of hazards and recommended practices.
- ∞ Schedule safety reviews of sites and equipment.
- ∞ Share ideas for improving safety.
- ∞ Plan professional development for reducing risk and promoting safety.
- ∞ Improve and refine the Land-based learning Safety Guide.

Level 4: School Division

When safety procedures require changes or additions to the school division policy, these will be carried forward to the Board by the Director of Education. The Land-based Learning Safety Guide should continually be updated to reflect safety improvements.

8.2 Occupational Health And Safety

It is also important to note that land-based learning activities come under the purview of Occupational Health and Safety. As such, outdoor activities and sites must follow OH&S guidelines for staff safety in terms of supervision, equipment, and activity. Land-based learning will be an agenda item at all OHS meetings.

8.3 Supervision

Teachers and administrators will often be in a lead supervisory role with other adults – teachers, educational assistants, parents or Elders. Certification, experience or position may result in one's role as Lead Supervisor:

- ∞ Wilderness qualification or certification
- ∞ Knowledge, skill or technical ability in the specific activity
- ∞ Previous experience in leading similar activities
- ∞ Experience in a variety of outdoor activities
- ∞ School administrative responsibilities
- ∞ Traditional knowledge of terrain or waterways
- ∞ Safety/hazard knowledge or experience

All Lead Supervisors are responsible for ensuring the health and safety of those they supervise. They may have the following responsibilities¹⁰:

- ∞ Outline and explain potential hazards of the activity.
- ∞ Advise supervisors of required and recommended practices.
- ∞ Inform supervisors of first aid access and emergency supplies.
- ∞ Inform supervisors of emergency or evacuation procedures.
- ∞ Check that other supervisors understand safety and safe work procedures.
- ∞ Ensure that safety and protective equipment is in good working order.
- ∞ Supervise the proper handling and storage of equipment.
- ∞ Oversee the transportation and movement of students.
- ∞ Address unsafe acts or conditions.
- ∞ Check the progress of new or uncertain supervisors.
- ∞ Monitor supervision and activities constantly.
- ∞ Set a good example for all procedures, activities and supervision.

- ∞ Report injuries, accidents or close calls.
- ∞ Inform school and division administrators of faults or deficiencies that have been noted.
- ∞ Inform the division's OH&S Committee of any continuing problems with equipment or facilities.

8.4 Equipment

The very nature of outdoor activities involves wear and tear on equipment as it is used for a wide variety of land, water, and snow activities. Concerns should be reported immediately to in-school administrators so that repairs or replacement can occur. An incident or accident involving equipment should always be followed by a safety inspection. Equipment should be regularly inspected for deficiencies and assessed in the annual school inventory.

A First Aid kit must be on site or on hand for all land-based learning activities. The type of kit will depend on the type of activity, number of students and distance from the hospital.

The kit should be re-supplied immediately after use and inspected regularly as per OH&S guidelines.

8.5 Facilities

The Amiskowîsti site consists of one multi-use building, 2 storage buildings, a tipi, an outdoor kitchen and two outdoor toilets. As property of the Ile-a-la-Crosse School Division, the Camp must be inspected regularly to monitor its school and public use and to remove hazards such as broken glass or "hung up" trees. It is important to note that, by its very nature, there are always minor hazards to be negotiated in a land-based learning program - paths that are obstructed by trees and branches, stream crossings that require careful footing, shorelines that are rocky or slippery, portages that are muddy or steep. These are unavoidable hazards that require safety talks and careful attention and supervision. It should never be the intent of a land-based learning program to remove or avoid such hazards - to turn wilderness areas into parks. Adjusting and adapting to nature is an essential part of outdoor learning.

9.0 Records & Documentation

The following records should be kept by the schools and Land-based learning Committee in the Ile-a-la-Crosse School Division:

- ∞ Accident and incident reports
- ∞ Statistics on the frequency and nature of accidents
- ∞ First Aid records (i.e. First Aid treatment book)
- ∞ Land-based learning Committee safety discussions and decisions
- ∞ Education and training of staff supervisors (i.e. First Aid certifications, Wilderness certifications, etc.)
- ∞ Forms: Trip Plan forms, Parent Consent forms, Incident Report forms

APPENDIX A LAND-BASED LEARNING: ENVIRONMENTAL HAZARDS

HAZARD	RECOMMENDED PRACTICE
Bear contact Moose contact	Carry and use noisemakers. Back away quietly, keep together.
Extreme Heat/UV	Carry a safe water supply. Sunscreen. Wear hats and plan shady stops. Do not plan strenuous activity at height of heat.
Snow, Extreme Cold	Warm and protective clothes, preferably in layers, with appropriate footwear and headwear. Carry matches, fire starter, kindling. Use sheltered spaces for activities.
Rain	Rain gear, dry/warm footwear
Lightning storm	Shelter on shore, in low terrain if possible
Sprains, strains, burns, breaks	First Aid treatment, assist to
Broken limbs	Temporary First Aid, transport to hospital if possible or call for assistance; notify hospital: 306-833-3500; call 911 if necessary for EMT support.
Bee/wasp stings	First Aid treatment, transport to hospital if necessary
Mosquitoes/black flies	Mosquito repellent, bug jackets or netting
Bus – breakdown or stuck	Communication equipment (at least two cell phones, if there is coverage)
Lost student or supervisor	Keep group together and supervised; signal with whistles or calling; emergency call 911.
Broken limbs, major injury	Temporary first aid, emergency procedure, call
Forest fire	Emergency procedure, including evacuation and emergency contact: Ile-a-la-Crosse Fire Cache: 306-833-3230 and Buffalo Narrows Fire Center: 1-306-235-1804
Drowning	PFD used for swimming. Designated swim area Student counts, buddy system,

APPENDIX B LAND-BASED LEARNING: HUMAN HAZARDS

HAZARDS: STUDENTS	RECOMMENDED PRACTICE
Student unawareness	Safety talks before and during activity.
Lack of knowledge or skills	Trip rehearsals, classroom preparation, minimum standards.
Poor strength/stamina	Apply minimum standards or group the students accordingly.
Non-cooperation	Safety talks, increase supervision.
Interpersonal conflict	Group students & supervisors accordingly.
Fear/anxiety	Safety talks, one-to-one intervention.
Competitive/daring	Safety talks, one-to-one supervision, or intervention.
Poor safety attitude	Safety talks, one-to-one supervision, or intervention.
Medical condition.	Plan with parents for medication before, during or after the land-based learning trip, if necessary.
Student dress	Should be in layers, suitable to weather, change of clothes available.
Electronics	Shut off so attention can be paid to the environment.

HAZARDS: SUPERVISORS	RECOMMENDED PRACTICE
Lack of knowledge or skills	PD, peer counselling, increased supervision.
Poor strength/stamina	Plan for increased supervision and minimum standards.
/tiredness	
Health/medical condition	Inform administration of impairments or health concerns, carry medication or treatments needed beyond First Aid Kit.
Poor group control or rapport	Safety talks, increased supervision.
Fear/anxiety in the bush	Inform administration of fears, anxieties or concerns, plan for low-stress activities and increased supervision.
Comfort with past practice.	Close review of manual, trip plans and safety practices annually
	Reflective practice
Ego/ Perceived vs Actual Skill Level	Skill review, refreshers, recertification, review of safety practices
<p>Note: It is important to note that, although staff need to sleep and relax, they are on duty 24/7 during multi-day outdoor excursions. The supervision ratio is therefore very important. All staff must exercise the highest level of supervision and conduct as required by the Education Act, STF Code of Ethics and School Division Policy.</p>	

APPENDIX C YEARLY LAND-BASED LEARNING PERMISSION FORM



I hereby give permission for my child, _____, to participate in the Ile-a-la-Crosse School Division Land-based Learning Program.

I understand that some of these outdoor activities will occur in the local area outside the community and at the Amiskowîsti. These will be activities that follow the school curriculum – that give my child an opportunity to learn from nature.

I am aware that there are risks involved with outdoor activities, and I understand that the school has a plan in place to reduce, or minimize, these risks. I share the common goal of school and home - the safety of our young people.

Signature of Parent

Date

APPENDIX D LAND-BASED LEARNING DAY TRIP PERMISSION FORM



Dear Parent/Guardian:

This is to inform you that we are planning a land-based learning trip that includes your child _____.

The day (date) of our land-based learning field trip: _____.

Our destination(s): _____.

Our purpose/activities: _____

We will be leaving the school at: _____ and returning to the school at _____. We will be travelling by (bus/van/car).

Special Requirements: _____

Thank you

Teacher _____

(Please complete, tear along the dotted line, and return to the school.)

I/We understand that the land-based learning field trip planned for my child will be planned with safety in mind and that students will be expected to behave as well as they do in the school.

I/We hereby give permission for my child to participate in the land-based learning field trip on _____ (date).

Significant Medical Information: _____

Parent Guardian Signature _____

Date _____

APPENDIX E LAND-BASED LEARNING DAY TRIP PLAN

NAME OF TEACHER	
TRIP SUMMARY (Location & duration)	
TIME PLAN (Drop-off & pick-up times and locations, length of excursion, daily itinerary)	
STUDENTS (Attach class list, if necessary)	
SUPERVISION (Teachers, EAs, Elders, Board-approved chaperones)	
EQUIPMENT NEEDS (Students, School)	
COST (If required for approval or funding.)	
EVALUATION	
TRIP CHECKLIST	
Division/School Approval	Parental permission
Bus arrangements	Communications system
First Aid Kit	Emergency contacts
Fire Danger Level	Weather forecast
TRIP APPROVAL	
Principal:	Date:
Director (if required):	Date:

APPENDIX F LAND-BASED LEARNING MULTI-DAY TRIP PLAN

This form is to be completed by the teacher who has accepted responsibility for the land-based learning excursion. **It is to be completed prior to the commencement of the excursion** and must be submitted to the school principal for approval. Please use this form as a checklist to organize and plan your excursion or program. Complete the front, where applicable, for all excursions. More specialized excursions require additional information on the back of this form. All teachers should become familiar with, and follow, the Ile-a-la-Crosse School Division Land-based Learning Safety Guide.

School: _____ Destination: _____

Date of Excursion: _____ Time of Departure from School: _____

Date of Return (if applicable): _____ Time of Return to School: _____

Teacher: _____ Class/Group Name: _____

Other supervisors: _____

Number of other supervisors: M _____ F _____ Number of students: M _____ F _____ O _____

Contact Name _____ Contact Phone Number: _____

Type of Excursion:		Transportation:		Funding:	
	Walk/hike		Bus	Source of funding:	
	Field Trip		Van		
	Berry-picking		Car		Materials/Food Cost
	Ski/snowshoe		Bicycle		Transportation Cost
	Camping		Walk/hike		Student Cost
	Canoeing		Ski	Yes	Fundraising
	Cycling		Snowshoe	No	
	Waterfront		Canoe		Provide Budget Summary (if needed)
	Other		Other		
Permission/Authorization:		Communicate Responsibilities:		Checklist For the Teacher Supervisor:	
	Principal		Students		Parent/Guardian Permission
	Parents		Teachers		Trip Plan
	Director of Education		Parents		Contact Person
	ICSD School Board		Other Supervisors		Read Land-based learning Safety Guidelines
			Drivers		First Aid Kit
					Equipment Readiness
For the Students:					Weather Report
	Program/Curriculum Content				Fire Danger Level
	Behavioural/Learning Expectations				Emergency vehicle/bus
	Safety Talk(s)				Emergency Contact Numbers
	Accommodation		Clothing/Equipment		Alternate Plans
	Meals		Student Evaluation		Thank You Letters

Other Details: _____

Teacher/Supervisor: _____ Date: _____

Authorization: _____ Date: _____

APPENDIX G TEACHER/SUPERVISOR LAND-BASED LEARNING CHECKLIST

- Curricular planning for the outdoor education activity.
- Instruction that encourages curriculum outcomes.
- Safety talks before and during the activity.
- Appropriate supervision for the number and needs of the students.
- Awareness of the common or recommended practices for the activity.
- Trip Plan submitted and signed by in school administration.
- Parent/Guardian Permission for each child.
- Weather and Fire Danger reports.
- Communication equipment appropriate for location, duration & nature of activity.
- Contact information for school administration and bussing.
- Contact information for emergency situations (injury, accident, fire).
- Incident reports for accidents, injuries or near-misses.
- Post-trip reflection (professional).
- Post-trip discussion with students (educational).
- Post-trip report with administration (if needed).

*Initial/date as items are complete and keep with trip planning documents

APPENDIX H RISK MITIGATION

UNIVERSAL		
Rescue Vehicle First Aid Kits on site and at activity (AED on site) Regular Review of Policy Amiskowîsti Site inventory OHS review Communication (cell phones, satellite phones) First Aid Training		
Staff training	Student Training	Resource People
Onboarding 1 PD Day a year to support land-based learning: -bear banger/spray -whistles -fire safety Paddle Canada waterfront (3yr) Canoe Orientation Possibly partner with RCMP or SPSA	Teach and practice before handing out tools: -axe, knives, canoe, bear banger, bear spray, PPE Utilize kids checklist of skills	Natural Law Indigenous Ways of Knowing Training Pamphlet for Volunteers

APPENDIX I COMPLIANCE WITH WILDLIFE ACT

- Donator/hunter is following the Wildlife Act or Treaty and Aboriginal Rights to Hunt and Fish
- More information is available in Annual Hunters and Trappers Guide Province of Saskatchewan.
- Fish/wildlife must only be collected for the purpose of demonstration (harvesting, preparing, eating, cultural practices).
- Food safe certificate must be held by one person present if food is being prepared for consumption.
- Demonstration/Educational License for net fishing or group ice fishing should be obtained from Compliance
- Students/Staff over 16 should have their status card (Metis or Treaty) when line fishing non indigenous students/staff should obtain a license
- <https://www.saskatchewan.ca/residents/parks-culture-heritage-and-sport/hunting-trapping-and-angling/angling/buy-an-angling-licence>
- <https://www.saskatchewan.ca/residents/parks-culture-heritage-and-sport/hunting-trapping-and-angling/hunting/buy-a-hunting-licence>
- <https://www.saskatchewan.ca/residents/parks-culture-heritage-and-sport/hunting-trapping-and-angling/trapping/buy-a-trapping-licence>
- Contact the Sergeant at the Provincial Protective Services Branch, Ministry of Corrections Policing and Public Safety in Beauval 306-288-4719
- Individuals with permit or license inquiries are typically asked to contact the fisheries.permits@gov.sk.ca email directly to submit their questions or requests as additional staff have access to that email account. The applicant is then contacted, and their request is reviewed and processed on a case-by-case basis.

APPENDIX J ACTIVITY GUIDELINES

Activity Types
Group A – Do not require a permission slip
<p>Occur in town limits. Do not involve the lake.</p>
Group B- Covered by yearly permission slip
<p>Day trips that meet the following criteria. Occur at Amiskowîsti not including sweat.</p> <ul style="list-style-type: none"> • Hiking on marked trails <p>Occur in fur block with bus, van that stays with group.</p> <ul style="list-style-type: none"> • Berry picking, snaring <p>Ice-fishing within sight of school with at least 2 ft ice thickness.</p>
Group C – Require specific permission slip
<p>Overnight trips. Trips that involve Sweatlodge, hunting, swimming or canoeing. Trips that are out of our fur block or involve less familiar wilderness areas.</p>

GENERAL GUIDELINES

*Requirement to follow activity Guidelines

DAY HIKING:	Grades PK -12
WINTER HIKING/SNOWSHOEING:	Grades PK-12
BACKPACKING WITH CAMPING:	Grades 7-12
CAMPING:	Grades 4 – 12
WARM WINTER CAMPING:	Grades 4 – 12
COLD WINTER CAMPING:	Grade 9 - 12
CANOE CAMPING:	Grades 9 – 12
LAKE/RIVER CANOEING:	Grades 7-12
CULTURAL CANOEING:	Grades 7 – 12
LAKE/RIVER SWIMMING:	Grades 4– 12
SWEATLODGE:	Grades 5-12
HUNTING:	Grades 9-12

- Have all land-based learning excursions approved by the principal or designate.
- At least one supervisor must have a minimum level of first aid training or wilderness first aid certification.
- Approval must include consideration of itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, special group behavioural issues, age appropriateness.
- Parent/guardian consent forms should be on file at school prior to any student land-based learning excursion.
- All transportation should be conducted in accordance with transport recommendations of Division,
- Supervisors should monitor weather conditions and postpone or modify the trip to ensure the safety of all individuals.
- Supervisors on trips should have access to a cell phone and a list of parent contact/emergency contact numbers. Be cognizant that cell phone, GPS and other electronic positioning systems do not operate in all regions. If cell phones do not have coverage in the area you are traveling to, check into alternate communication systems such as satellite/two-way radios.
- Prior to the trip, teacher(s) should plan how they will access emergency medical care.
- Provide students with a list of recommended clothing and personal items suitable for the specific activity.
- A bear banger and bear spray should be taken when the activity will occur in an area potentially

inhabited by bears.

- A vehicle for emergency purposes must be accessible.
- Wear sun protection for all land-based learning activities.
- Instructors should refer to Outdoor Safety- Physical Education Safety Guidelines for teaching points on fire safety, poisonous flora, shelters, ticks, wildlife and water purification as necessary when planning trips

OVERNIGHT TRIPS

- Have Director/ Board of Education sign a detailed application form for all overnight trips.
- Information on parent/guardian consent forms should include itinerary including dates, routes, locations, contacts, relationship of trip activities to curriculum, supervision arrangements, mode of transportation, behavioural expectations, inherent risks, and where applicable, parent/guardian information meeting.
- For overnight trips, students should provide medical and special health information to the chaperone including Health Card number and emergency contact information.
- Students on vital medication must bring an extra supply of that medication in a clearly marked container and it should be in the possession of a supervisor. In unique circumstances, it may be more appropriate that it is in the student's possession, e.g., an epi-pen. Supervisors should use discretion in determining who is responsible for medication.
- In situations where sufficient drinking water cannot be taken on the trip, arrangements should be made for boiling or treating water to kill disease-causing organisms. Water should be boiled for at least 10 minutes. When boiling is not practical, approved methods of chemical disinfecting should be used.

WEATHER GUIDELINES

- Extreme hot and cold weather is about dressing correctly and being diligent about recommended safety precautions. Check Environment Canada for recommendations prior to outdoor activities.

DAYHIKING

Day trips on marked trails at Amiskowísti are recommended at all age levels with appropriate supervision ratios.
Day trips from school or base camp Grades 5 to 12

Equipment	Clothing	Facilities	Instruction	Supervision
<p>First aid kit should be stocked and accessible. All necessary equipment must be collected and checked out before the trip. Each student should carry their own pack.</p> <p>The following items are brought by hiker: Water bottle(s). Whistle or other signaling device for each person. Nutritious food which does not require preparation and adequate and safe water.</p> <p>The following items are brought by hike leader/teacher: Appropriate knife. Compass. Bear bangers and bear/pepper spray. Sun protection and insect repellent. Matches in waterproof containers should be kept in at least two places. Thermo-rest or insulating pad.</p>	<p>Hat and sunglasses.</p> <p>Comfortable and durable flat shoes or boots with an aggressive tread (ankle support preferable) for hiking.</p> <p>Rain gear.</p> <p>Clothing in layers suitable for season, and warm head gear and gloves when necessary.</p>	<p>Use only designated trails as per trip plan.</p> <p>The teacher should have a map of the route, a compass (and GPS when possible), and have thorough knowledge of how to use them.</p> <p>A copy of the map and route should be on file at school.</p> <p>Ensure that the teacher is familiar with the route.</p> <p>Students should be made familiar with the route.</p> <p>Consider sun, wind and snow conditions, and suitability of terrain when choosing a trail</p>	<p>Skills should be taught in proper progression.</p> <p>Teacher should outline behavioral expectations to students.</p> <p>Plan trip so that length and difficulty is appropriate for age and ability of students.</p> <p>Use a buddy system.</p> <p>Familiarize students with the route.</p> <p>Postpone trip if there is any indication of threatening weather that could put student safety at risk.</p> <p>Make students aware of: •emergency procedures •signal to assemble.</p> <p>Except for emergencies, travel should not take place in darkness.</p> <p>Discuss recognizing and treating frostbite and hypothermia with the students</p> <p>Be aware of students with a history of asthma and other respiratory problems</p> <p>Systematic pattern for group travel and communication must be established.</p>	<p>Ensure that trip supervisors are aware of the location of nearest phone and/or help in an emergency.</p> <p>On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.</p> <p>A leader should be assigned to the front and back of the group. A leader could be a responsible student. The supervisor(s) can move along the group from front to back.</p> <p>The front and back of the group should be always within whistle contact of the supervisor(s).</p> <p>Teacher should designate regular rendezvous – check sites.</p> <p>Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.</p>

Note

- If using snowshoes, ensure good condition of frames and bindings prior to trip.

BACKPACKING WITH CAMPING

Extended trips with overnight camping Grades 7 to 12 Follow procedures under Camping.				
Equipment	Clothing	Facilities	Instruction	Supervision
<p>First aid kit should be stocked and accessible.</p> <p>All necessary equipment must be collected and checked out before the trip.</p> <p>Each student should carry their own pack overnight backpacking.</p> <p>The following items are brought:</p> <p>Flashlight.</p> <p>Water bottle(s).</p> <p>Whistle or other signaling device for each person.</p> <p>Nutritious food which does not require preparation and adequate and safe water.</p> <p>Repair kit.</p> <p>Appropriate knife.</p> <p>Compass.</p> <p>Zip lock bags for waterproofing essentials.</p> <p>Bear bangers and bear/pepper spray</p> <p>Sun protection and insect repellent.</p> <p>Matches in waterproof containers should be kept in at least two places.</p> <p>Sleeping bag inside waterproof bag.</p> <p>Thermo-rest or insulating pad.</p> <p>A backpack that fits the student.</p>	<p>Hat and sunglasses.</p> <p>Comfortable and durable flat shoes or boots with an aggressive tread (ankle support preferable) for hiking. And a pair of comfortable "camp site" shoes with light treads.</p> <p>Students should not have bare feet in the campsite area.</p> <p>Rain gear.</p> <p>Clothing in layers suitable for season, and warm head gear and gloves when necessary. Have a dry change of clothing for one to two days longer than the number of days the trip is scheduled for.</p>	<p>Use only designated trails.</p> <p>The teacher should have a map of route, a compass (and GPS when possible), and have thorough knowledge of how to use them.</p> <p>A copy of the map and route should be on file at school.</p> <p>Ensure that the teacher is familiar with the route.</p> <p>Students should be made familiar with the route.</p> <p>If backpacking trip originates from base camp, leave a map with the supervisor at base camp.</p> <p>Teacher should register group at warden's office if applicable</p>	<p>Skills should be taught in proper progression.</p> <p>Teacher should outline behavioral expectations to students.</p> <p>Plan trip so that length and difficulty is appropriate for age and ability of students.</p> <p>Use a buddy system.</p> <p>Familiarize students with the route.</p> <p>Postpone trip if there is any indication of threatening weather that could put student safety at risk.</p> <p>Make students aware of:</p> <ul style="list-style-type: none"> •emergency procedures •signal to assemble. <p>Except for emergencies, travel should not take place in darkness.</p> <p>Teacher should inform students of, and enforce, minimum impact camping skills.</p> <p>Systematic pattern for group travel and communication must be established.</p>	<p>Teachers should implement a night check system.</p> <p>Ensure that trip supervisors are aware of the location of nearest phone and/or help in an emergency.</p> <p>On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.</p> <p>Both male and female chaperones must accompany mixed groups for overnight trips</p> <p>A leader should be assigned to the front and back of the group. A leader could be a responsible student. The supervisor(s) can move along the group from front to back.</p> <p>The front and back of the group should be within whistle contact of the supervisor(s) at all times.</p> <p>Teacher should designate regular rendezvous – check sites.</p> <p>Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.</p>

CAMPING

An extended overnight camping experience in an outdoor environment with students using tents and doing their own food preparation. No canoeing.

Amiskowisti camping - Grades 1-12 Tent camping - Grades 1-12 Overnight camping- Grades 4-12

Equipment	Clothing	Facilities	Instruction	Supervision
<p>If cooking on stove, use propane/liquid gas. type stoves.</p> <p>Collect and check all necessary equipment before the trip. Including assembling tents.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> •whistle or other signaling device •first aid kit •flashlight •shovel •sun protection •waterproofed matches. <p>•Students should only use axes, and saws following a detailed instructional session and under supervision of a qualified supervisor.</p> <p>•Students should be provided with opportunity to re-hydrate during activity.</p>	<p>No bare feet in camps1e area.</p> <p>Wear clothing in layers. suitable for the season.</p> <p>Clothing for overnight camping includes:</p> <ul style="list-style-type: none"> •sleeping bag/blanket •rain gear. <p>Sun protection</p> <p>Use layering principles for clothing.</p> <p>Carry a dry change of clothing for each.</p>	<p>Plan trip so that washroom facilities are accessible, or students are trained in bathroom procedures in the wilderness.</p> <p>Have access to a phone (cell phone or regular phone within walking distance).</p> <p>Use facilities/site that is consistent with age and experience of campers.</p>	<p>Plan program in detail with contingency plans for inclement weather.</p> <p>Remove all food items, gum and cosmetics from tents at night and keep in bear-proof containers or cars.</p> <p>Filling and lighting camp stoves is an adult responsibility. Students should be trained in the safe use of stoves before the trip.</p> <p>Make students aware of behavioural expectations, boundaries for activity, assembly procedures.</p> <p>Plan program activities that are age and skill level appropriate.</p> <p>No open flames near tents except for trapper's tents which are designed for this.</p> <p>Develop a process to account for students and to identify any students who may be missing. Provide food and drink of a nutritious quality and quantity appropriate for high energy outdoor activity.</p>	<ul style="list-style-type: none"> •Students filling and lighting camp stoves should be under constant visual supervision following instruction. <p>Provide on-site supervision for other activities.</p> <p>Have at least one leader with current first aid certification. Have some leaders with previous tent camping experience.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate an adult supervisor who is not the "in-charge" supervisor to accompany an injured student to hospital.</p> <p>On-site supervision with night checks – by male and female supervisors is recommended.</p> <ul style="list-style-type: none"> •If cell phone coverage is not available, check into other options including satellite radio or two-way radio(s).

Note

Winter Camping

- Instruct students in the prevention and treatment of hypothermia/frostbite instruct students in outdoor winter survival techniques.
- When cold winter camping have instructors/supervisors with previous winter camping experience.
- Warm winter camping means heat sources are inside shelters and access to a heated building.
- Cold winter camping means heat sources are external to shelters.

CANOE CAMPING

This activity involves following a route and camping at a different site each night on a journey. Must follow the guidelines for Lake/River Canoeing and Camping				
Equipment	Clothing	Facilities	Instruction	Supervision
Equipment that is not being used is secured in place in the canoe.				In addition, need 1 person with Canoe camping level 2
Note				

CULTURAL CANOEING

Cultural Canoeing is an activity recommended for students 7 to 12 with a detailed plan approved by the Principal and the Director.

Parent Notification: Canoeing will be announced on the event poster and a general note will be offered to students to inform parents that canoeing will be part of the cultural activities.

Canoeing excursion less than 1.5 hours.

Only authorized to occur at Amiskowîsti or with departure point as RHS

Equipment	Clothing	Facilities	Instruction	Supervision
Canoe in good condition Paddles	PFD's: All students and staff must wear a properly fitting approved PFD at all times on the water.	Route: Designated paddling route will be close to shore (within 30 m) at all times and within the shelter of the bay/pond. Weather: Weather conditions must be favorable including, low to no wind, air temperatures well above freezing, no storms, rain, or lightning. Waves: Minimal to no waves.	Rules: Students will be instructed on dryland before canoeing... a. Stay within the group (behind lead and the trail canoe) b. No fooling around/splashing. c. PFD's worn at all times d. Whistle signal e. Basic canoeing strokes.	Number of Participants: A maximum of 10 students (5 canoes) will be on the water at a time, with a minimum of two experienced staff. EMS Plan: A cell phone present to call 911 in case of emergency. On Shore Safety Person: 1 person on shore designated to monitor departure and arrival back with the group. At least one supervisor with a minimum of Paddle Canada Waterfront Instructor must be present.

Note

No swimming test or swimming instruction will be included.

Only partial adherence to the Transport Canada Regulations for guided canoe excursions will be included while on traditional Metis territory.

Students will not be required to successfully practice and complete canoe over canoe and other rescues prior to the cultural canoeing event.

Other items in the Ile-la Crosse Land-based Learning Safety Guide and/or provincial norms related to canoeing may be omitted in order to facilitate canoeing during our cultural canoeing event.

LAKE/RIVER CANOEING

Equipment	Clothing	Facilities	Instruction	Supervision
<p>Waterproof first aid kit should be stocked and accessible (with emergency blanket).</p> <p>Bailing device in each canoe.</p> <p>Paddles and canoes should be inspected for cracks, splinters, and leaks.</p> <p>Appropriate knife should be accessible, e.g., worn on the leader's PFD.</p> <p>One buoyant heaving line at least 15m.</p>	<p>PFD's: All students and staff must wear a properly fitting CSA approved PFD at all times on the water.</p> <p>Sun protection and insect repellent should be available.</p> <p>Students should wear clothing appropriate for open water canoeing.</p> <p>Whistle</p> <p>Students should be taught whistle signals for danger and help.</p> <p>Rain gear</p>	<p>Route: Designated paddling route will always be the least exposed route.</p> <p>Weather: Weather conditions must be monitored avoid temperatures near freezing, storms, and lightning.</p> <p>Waves: Teacher/supervisors should be aware of weather forecast, especially wind conditions. Canoeing must be canceled in adverse conditions</p> <p>Select water conditions appropriate for the skill level of the group.</p>	<p>Teach skills in proper progression.</p> <p>Activities should be based on skills that are taught.</p> <p>Consideration must be given to the age and experience of the students and the difficulty of the experience.</p> <p>A pre-requisite test for open water canoeing must occur in a pool, shallow water or calm flat water setting and each student should demonstrate basic competence in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Power stroke. <input type="checkbox"/> "J" stroke". <input type="checkbox"/> Sweep strokes. <input type="checkbox"/> Draw stroke. <input type="checkbox"/> Back stroke (or check stroke). <input type="checkbox"/> Proper entry/exit from canoe <input type="checkbox"/> Self rescues into dry and/or swamped canoes. <input type="checkbox"/> Canoe over canoe rescue procedures. <input type="checkbox"/> Synchronized strokes, positioning of paddlers, and packing the canoe. <p>Prior to water activities successfully complete the following swim test with a PFD: Swim 100 m continuously with any stroke Tread water for 3 minutes Demonstrate the help/huddle position.</p> <p>Systematic pattern for group travel and communication must be established.</p>	<p>Number of Participants: 1-8 ratio</p> <p>EMS Plan: A cell phone present to call 911 in case of emergency.</p> <p>On Shore Safety Person: 1 person on shore designated to monitor departure and arrival back with the group.</p> <p>Trip itinerary and map left with principal. Supervisors should be familiar with the route, have a map of the area, a compass and knowledge of how to use them.</p> <p>At least 2 people with first aid training.</p> <p>If someone must be taken for medical treatment it should not be the person in charge of trip.</p> <p>At least 1 person with intermediate canoeing and a second person with introduction to canoeing. From Paddle Canada</p> <p>If the water temperature is less than 15°C, the leader will ensure that equipment is immediately available or that procedures are established to protect the participants from the effects of hypothermia or cold shock resulting from swamping, capsizing or falling overboard</p>
<p>Note</p>				
<p>Moving water- Class I and II Moving Water Certification from Paddle Canada required from 1 instructor</p>				

LAKE/RIVER SWIMMING

Equipment	Clothing	Facilities	Instruction	Supervision
<p>Equipment includes:</p> <ul style="list-style-type: none"> •whistle or other signaling device •first aid kit(s) •throw line •reaching assists. 	<p>Fitted PFD required on at all times in water if no lifeguard and over chest depth.</p>	<p>Swimming area that is:</p> <ul style="list-style-type: none"> •clearly communicated with limits •free from hazards •of suitable water temperature •reasonably clear. <p>No swimming in fast-moving rivers or streams.</p> <p>Prior to trip, check with local authorities to determine whether water is safe for swimming.</p> <ul style="list-style-type: none"> •Follow posted rules and regulations of swimming area. •Teacher should discontinue swimming activities if there is an indication of bad weather. <p>*teacher must be familiar with location of swimming area including nature of shoreline and water depth.</p>	<p>Skills should be taught in proper progression.</p> <p>Inform students of acceptable standards of behaviour in the water.</p> <p>A counting system must be used at regular intervals, e.g., every 15 minutes blow whistle and have students count off.</p> <p>No swimming after dark or alone.</p> <p>Swimming allowed only in designated area.</p> <p>Person(s) assuming lifeguard responsibilities should be always clearly visible to all swimmers.</p> <p>Have an emergency action plan in place.</p> <p>Diving should not be allowed in any open water swimming situation.</p> <p>Students should not rely on flotation devices, unless it is a PFD or lifejacket.</p> <p>Students must practice emergency water drill, e.g., assemble on shore at sound of three loud whistle blasts.</p>	<p>Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.</p> <p>A supervisor should be designated to transport an injured student to the hospital. This should not be the supervisor in charge of the trip.</p> <p>Have one supervisor with current certification as a lifeguard</p> <p>Lifeguard to swimmer ratio: 1:25.</p> <p>Lifeguard does not count in ratio required for age level activity</p> <p>Parents must give written permission for their child to be involved in any swimming activity</p> <p>Students should not be allowed to dive, push off the dock, or dunk other students</p>

Notes:

PK-Grade 1 students require supervisor within arms reach including when a lifeguard is present.

Grade 2 and 3 water must not be deeper than knee when no lifeguard present ratio must be followed and supervisors must have constant visual.

Grade 4 to 6 water must not be deeper than waist when no lifeguard present ratio must be followed and supervisors must have constant visual.

Grade 7 to 12 water must not be deeper than chest when no lifeguard present ratio must be followed and supervisors must have constant visual.

SWEATLODGE

Sweatlodge is an activity recommended for students in grades 5 to 12.
 The Knowledge Keeper and group leader will review cultural/spiritual expectations.

Equipment	Clothing	Facilities	Instruction	Supervision
-first aid kit	-towels -warm/dry clothes for after	-sweat lodge built and maintained by a Knowledge Keeper -Emergency van or shelter for after	Pre-sweat orientation for safety which must include: -understanding parts of Sweatlodge: the heat source and the rocks -instruction for removal of self or telling adults if feeling nausea, headache, difficulty breathing or anxiety -it is okay to step out	Knowledge Keeper 1 other supervisor in Sweatlodge and 1 other supervisor out of Sweatlodge Students should be under constant visual supervision by at least 1 supervisor At least 1 supervisor with 1 st Aid and CPR training
Note				

SUSTENANCE HUNTING (fall moose/deer hunt)

Hunting is a high-risk activity that is important to our Indigenous Culture and is recommended for trained students in grades 9 to 12 with all precautions to mitigate risk and a maximum of 6 students per trip. The trip plan and permission slips must be reviewed and approved by the Director and Board. The Knowledge Keeper and group leader (who must be a school division employee) will review cultural/spiritual expectations. If camping, expectations under camping must be followed.

Equipment	Clothing	Facilities	Instruction	Supervision
<p>-all guns must be in good condition and be licensed for use in Saskatchewan</p>	<p>-high visibility orange, white or red clothing</p> <p>-sturdy boots</p> <p>-dress for weather. Layers are best. Winter jacket and ski pants may be needed.</p>	<p>-trip route must be planned out and a copy must be left with school</p>	<p>-Regulations within Treaty and Aboriginal Rights for Hunting and Fishing Guide December 2018 Government of Saskatchewan and The Wildlife Act, 1998 must be followed.</p> <p>The use of controlled equipment, such as guns, bows of any type, is restricted only to participants who meet all legislative and safety requirements necessary.</p> <p>Cultural Expectations:</p> <p>-take tobacco</p>	<p>At least five (5) days prior to the trip, students and any supervising adults must provide evidence of Saskatchewan Hunter Safety Course certification provided by the Saskatchewan Association for Firearm Education (SAFE) and a valid Possession and Acquisition License (PAL), if applicable.</p> <p>-ratio for supervision is 2:1 plus group leader</p> <p>-Leader must have 1st aid and CPR</p> <p>Guns be provided and controlled by adult each adult can only supervise 1 gun including the one they are using. Equipment to adult ratio is 1:1.</p> <p>Group Leader should supervise the whole excursion and as such should not have a gun.</p>
<p>Note</p>				

APPENDIX K Land-based Learning Checklists Grade K to 6

Kindergarten Land-based checklist

Rossignol Elementary land-based learning skill development.

SCI LTK.1 Examine observable characteristics of plants, animals, and people in their local environment. SCI MOK.1 Investigate observable characteristics of familiar objects and materials in their environment. SCI NSK.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time. SS RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony. SS DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people. HEALTH USCK.2 Establish behaviours that support safety of self and others.

	Complete	Incomplete	Comments
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	
Listening (Whistles, Safety	<input type="checkbox"/>	<input type="checkbox"/>	
Staying with the group	<input type="checkbox"/>	<input type="checkbox"/>	
What to do when separated from the group	<input type="checkbox"/>	<input type="checkbox"/>	
Safety (Ice break up, Sunburn)	<input type="checkbox"/>	<input type="checkbox"/>	
Finding direction (NESW)	<input type="checkbox"/>	<input type="checkbox"/>	
Leave no garbage behind	<input type="checkbox"/>	<input type="checkbox"/>	
Jobs (Cleaning up after themselves, carrying and helping).	<input type="checkbox"/>	<input type="checkbox"/>	
Landmarks	<input type="checkbox"/>	<input type="checkbox"/>	
Examining plants and animals (What is safe and what is not safe?).	<input type="checkbox"/>	<input type="checkbox"/>	
Packing a lunch	<input type="checkbox"/>	<input type="checkbox"/>	
Respecting Environment	<input type="checkbox"/>	<input type="checkbox"/>	
Leaving the site better than when we got there.	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Seasonal Themes

FALL - Change of Seasons- colours of leaves, fall is here, Tate, Birds

WINTER - Nipi, Mother Earth, North

SPRING - Kon, Circle of Life, East, Sacred #4, Trees

SUMMER - Askî, Turtle Island, South, First Nation and Metis People were here first, Plants and Growth

Additional Comments -

Grade 1 Land-based checklist

Rossignol Elementary land-based learning skill development.

SS DR 1.3 How natural environment and location affects families meeting needs/ wants. SCI LT 1.1 Observe different living things behaviour and appearance SCI LT.2 Plant, animal and human interactions with natural and constructed environments SCI DS1.1 Compare daily and seasonal changes of nature (measure, sequence, record) SCI DS1.2 Adaptations of plants, animals and humans to daily and seasonal changes HEALTH USC 1.5: Healthy sense of "self" and positive connections with others and environment.

	Complete	Incomplete	Comments
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	
Listening (Whistles, Safety)	<input type="checkbox"/>	<input type="checkbox"/>	
First Aid for small cuts/slivers	<input type="checkbox"/>	<input type="checkbox"/>	
Plant/Berry safety	<input type="checkbox"/>	<input type="checkbox"/>	
Safety around water	<input type="checkbox"/>	<input type="checkbox"/>	
Hold a compass - find N, E, S, W	<input type="checkbox"/>	<input type="checkbox"/>	
Respect for land	<input type="checkbox"/>	<input type="checkbox"/>	
Pack it in - Pack it out	<input type="checkbox"/>	<input type="checkbox"/>	
What you take from the land you give back	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Seasonal Themes

FALL - Blueberry Picking, -make mînsopay and bannock Changes with fall

WINTER - Snaring Rabbits (camouflage, preparation of rabbit), Types of Shelter

SPRING - Types of Animals, Growing and Gathering

SUMMER - Types of Homes, Bannock, Chores

Additional Comments -

Grade 2 Land-based checklist

Rossignol Elementary land-based learning skill development.

SS DR2.2 Influence of natural environment on local community SS DR2.4 Describe influence of Treaty and FN people on the local community SCI AN2.1 Analyze the life cycle of familiar animals, including birds, fish, insects, reptiles and mammals SCI AN2.2 Compare life cycle of humans with familiar animals SCI AN 2.3 Interdependence of humans and animals in natural and constructed environments SCI AW2.1 Physical properties of air and water in all three states in the environment HEALTH USC 2.5: Safety risks in community, play areas and safe practices to reduce risk

	Complete	Incomplete	Comments
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	
Listening (Whistles, Safety)	<input type="checkbox"/>	<input type="checkbox"/>	
First Aid for small cuts/slivers	<input type="checkbox"/>	<input type="checkbox"/>	
Plant/Berry safety and identification	<input type="checkbox"/>	<input type="checkbox"/>	
Signs/Safety around wild animals	<input type="checkbox"/>	<input type="checkbox"/>	
Safe dressing for winter	<input type="checkbox"/>	<input type="checkbox"/>	
Safety around water/ice-break up	<input type="checkbox"/>	<input type="checkbox"/>	
Four directions and NW, NE, SW, SE	<input type="checkbox"/>	<input type="checkbox"/>	
Identifying/Respecting trees	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Seasonal Themes

FALL - Weather,(changes, possible animal dangers) Cranberries

WINTER - Animals in Winter, Preparing for Winter (clothing, wood)

SPRING - Muskrats, Birchbark (identify trees, respect, craft)

SUMMER - Ducks-What they do? Where? How many eggs? How do they survive? Why do they leave? Our Cabin

Additional Comments -

Grade 3 Land-based checklist

SS DR3.2 Assess how geography / climate influence ways of living on and with the land SCI PL3.1 Investigate the growth and development of plants, including germination SCI PL3.2 Analyze the interdependence among plants, individuals, society and the environment. SCI ES 3.1 Investigate the characteristics, (composition, water absorption)of different types of soils SCI ES3.2 Analyze the interdependence between soil and living things, including the importance of soil HEALTH USC 3. 5: Evaluate safe behaviours to increase the safety of self / home.

Seasonal Themes

	Complete	Incomplete	Comments
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	
Listening (Whistles, Safety)	<input type="checkbox"/>	<input type="checkbox"/>	
Fire safety	<input type="checkbox"/>	<input type="checkbox"/>	
Introduction to pocket knives (adult only)	<input type="checkbox"/>	<input type="checkbox"/>	
Directions 0, 90, 180, 360	<input type="checkbox"/>	<input type="checkbox"/>	
Water safety	<input type="checkbox"/>	<input type="checkbox"/>	
First Aid - Animal Bites and stings	<input type="checkbox"/>	<input type="checkbox"/>	
Caring for personal safety (Epipen/puffer)	<input type="checkbox"/>	<input type="checkbox"/>	
Pack it in Pack it out	<input type="checkbox"/>	<input type="checkbox"/>	
Walking on marked trail	<input type="checkbox"/>	<input type="checkbox"/>	
Respecting the Environment	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

FALL - Bears, Water Cycle

WINTER - Elders, Commercial Fishing

SPRING - Fire, Birch Syrup

SUMMER - Tobacco, Traditional Plant Use

Additional Comments -

Grade 4 Land-based checklist

Rossignol Elementary land-based learning skill development.

SS DR 4.2 FN + M relationship to the land SCI HC4.1 Interdependence of plants, animals, humans within habitats SCI HC 4.2 Structures / behaviours of plants/ animals that enable them to exist SCI HC4.3 Effect of natural and human activities on environment and propose actions to maintain or restore habitats SCI RM 4.1 Physical properties of local rocks / minerals SCI RM4.3 Weathering, erosion, fossils and formation of landforms on Earth HEALTH USC 4.4: Personal responsibility for safety and protection in various environments/ situations.

	Complete	Incomplete	Comments
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	
Listening (Whistles, Safety)	<input type="checkbox"/>	<input type="checkbox"/>	
Fire safety	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstration - How to build a fire	<input type="checkbox"/>	<input type="checkbox"/>	
Directions 0, 90, 180, 360, 45, 135, 225, 315	<input type="checkbox"/>	<input type="checkbox"/>	
Respecting the water (pond)	<input type="checkbox"/>	<input type="checkbox"/>	
Introduction to pocket knives - (Carry)	<input type="checkbox"/>	<input type="checkbox"/>	
Using a first aid kit	<input type="checkbox"/>	<input type="checkbox"/>	
What is in a basic first aid kit?	<input type="checkbox"/>	<input type="checkbox"/>	
Pack it in Pack it out	<input type="checkbox"/>	<input type="checkbox"/>	
Respecting the Environment	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Seasonal Themes

FALL - Eagles, Metis Identity

WINTER - Aboriginal Identity, Drums

SPRING - Cultural Teachings, Ice Safety

SUMMER - Pow Wow, Fire Protection

Additional Comments -

Grade 5 Land-based checklist

Rossignol Elementary land-based learning skill development.

SS DR5.2 Assess impact of environment on lives of people SS RW5.1 Importance of sustainable management of the environment SCI WE5.1. Measure local weather (temp.; wind, sunlight, precipitation, humidity and clouds). SCI FM5.3 Assess how natural and man-made forces affect self, society and environment.

	Complete	Incomplete	Comments
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	
Listening (Whistles, Safety)	<input type="checkbox"/>	<input type="checkbox"/>	
Fire safety	<input type="checkbox"/>	<input type="checkbox"/>	
Burn protocol	<input type="checkbox"/>	<input type="checkbox"/>	
How to use a pocket knife (hold, carry, clean, sharpen, use safely).	<input type="checkbox"/>	<input type="checkbox"/>	
How to build a fire - with supervision	<input type="checkbox"/>	<input type="checkbox"/>	
Read a map	<input type="checkbox"/>	<input type="checkbox"/>	
Triangulate for orienteering and between 3 points in nature.	<input type="checkbox"/>	<input type="checkbox"/>	
Compass on map	<input type="checkbox"/>	<input type="checkbox"/>	
Extreme weather	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency situations (Heatstroke, Frostbite, Wind-chill).	<input type="checkbox"/>	<input type="checkbox"/>	
Water safety	<input type="checkbox"/>	<input type="checkbox"/>	
Ice safety	<input type="checkbox"/>	<input type="checkbox"/>	
Pack for day trip	<input type="checkbox"/>	<input type="checkbox"/>	
Pack it out Pack it in/Respect for Environment	<input type="checkbox"/>	<input type="checkbox"/>	

Seasonal Themes

FALL - Deer, Dried Meat, Wild Rice

WINTER - Music Making –traditional and homemade, Bibles (suckers) Storytelling

SPRING - Changing Seasons, Chores and Inventions, Weather, Simple Machines (pull up, clothes line)

SUMMER - Open Fire Cooking, Traditional Family Life, Powwow, Environmentalism

Additional Comments -

Grade 6 Land-based checklist

Rossignol Elementary land-based learning skill development.
 SS IN 6.1 Culture and place influences values and beliefs.
 SS DR 6.1 Diverse natural environment impact ways of life
 SCI DL 6.1 Diversity of living things in different environments
 SCI DL6.2 Classification of living things.

	Complete	Incomplete	Comments
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	
Listening (Whistles, Safety)	<input type="checkbox"/>	<input type="checkbox"/>	
Fire safety	<input type="checkbox"/>	<input type="checkbox"/>	
Burn protocol	<input type="checkbox"/>	<input type="checkbox"/>	
How to use a pocket knife (hold, carry, clean, sharpen, use safely).	<input type="checkbox"/>	<input type="checkbox"/>	
How to build a fire	<input type="checkbox"/>	<input type="checkbox"/>	
Putting out fire	<input type="checkbox"/>	<input type="checkbox"/>	
Map Contours (SERM map)	<input type="checkbox"/>	<input type="checkbox"/>	
Where to cut wood	<input type="checkbox"/>	<input type="checkbox"/>	
Stocking and using a first aid kit	<input type="checkbox"/>	<input type="checkbox"/>	
Boat safety (Canoe)	<input type="checkbox"/>	<input type="checkbox"/>	
Firearm safety	<input type="checkbox"/>	<input type="checkbox"/>	
Snowmobile safety	<input type="checkbox"/>	<input type="checkbox"/>	
Pack it out Pack it in	<input type="checkbox"/>	<input type="checkbox"/>	
Respecting the environment	<input type="checkbox"/>	<input type="checkbox"/>	

Seasonal Themes

FALL - Flight: (Bow and Arrow, Spears)
Moose Calling

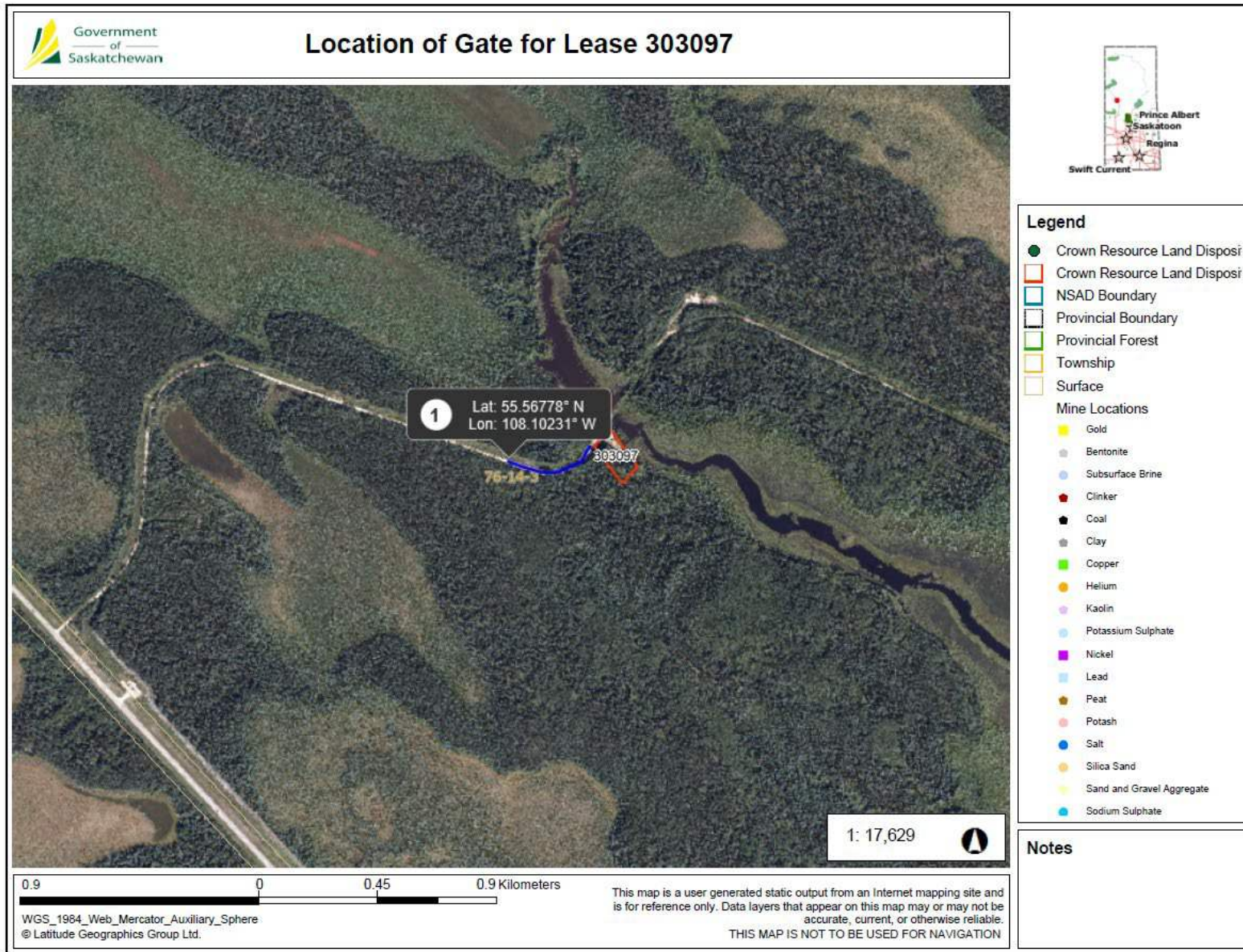
WINTER - Hook Rugs, Emergency Winter Shelter

SPRING - Types of Traps

SUMMER - Paddles, Skiffs

Additional Comments -

APPENDIX L Map of Cultural Site



APPENDIX M Waivers/ High Risk Permission Slips Example



Permission Slip for High-Risk Land-Based Learning Activity

Dear Parent/Guardian,

Your child has the opportunity to participate in a land-based learning activity that involves higher levels of physical exertion and outdoor exposure. The details of the activity are as follows:

Activity: [Description of Activity, e.g., Sweat, Swimming, Lake/River Canoeing]

Location: [Location Name and Address]

Date: [Date of Activity]

Time: [Start Time] – [End Time]

Supervisors: [Names of Supervisors]

Emergency Contact: [Emergency Contact Number]

Activity Risk Level: [List potential risks, e.g., uneven terrain, weather exposure, wildlife, water hazards]

Clothing/Equipment Required:

- [List of essential clothing, e.g., waterproof jacket, sturdy footwear]
- [List of equipment, e.g., hat, sunscreen, water bottle]

Medical Considerations:

If your child has any medical conditions, allergies, or special needs that may affect their participation in this activity, please provide details below:

Medical Information: _____

Allergies: _____

Medications: _____

Permission and Acknowledgment:

I understand the nature of the high-risk activity and the potential hazards involved. I acknowledge that all reasonable safety precautions will be taken by the supervisors. I hereby give permission for my child, **[Child's Full Name]** , to participate in the land-based learning activity on **[Date]** .

Parent/Guardian Name: _____

Signature: _____

Date: _____

Emergency Contact Information:

Name: _____

Phone Number: _____

Please return this form by **[Date Due]**.

Thank you for your cooperation and support.

Sincerely,

[Your Name]

[Your Title/Position]

[School/Organization Name]

[Contact Information]



Hunting Activity Waiver and Permission Slip

Event: **[Describe the event or hunting activity]**

Location: **[Specific location of the hunting activity]**

Date(s): **[Date or range of dates]**

Participant Information:

- Participant Name: _____
- Parent/Guardian Name (if applicable): _____
- Age: _____
- Contact Information (Phone/Email): _____

Waiver of Liability and Assumption of Risk

I, the undersigned, understand and acknowledge that participation in hunting activities involves risks, including but not limited to:

- **Accidents related to the handling and operation of firearms or bows**
- **Exposure to natural elements and wildlife**
- **Physical injury due to terrain or other natural hazards**

I voluntarily accept these risks and release Ile-a-la-Crosse School Division, Rossignol High School and its employees, officers, and affiliates from any liability, claims, or demands arising from my participation in the hunting activity.

Medical Consent

In the event of an emergency, I authorize Ile-a-la Crosse School Division, Rossignol High School to secure medical treatment for myself/my child, and I agree to bear the costs of such treatment.

Allergies/Medical Conditions: _____

Emergency Contact Name: _____

Emergency Contact Phone: _____

Hunting and Firearms Regulations

I understand that I/my child must adhere to all local, provincial, and federal hunting and firearms regulations, as well as safety guidelines provided by event leaders.

Consent for Participation

By signing below, I confirm that I have read and understood this waiver and give permission for myself/my child to participate in the hunting activity.

Signature of Participant (or Parent/Guardian if under 18): _____

Date: _____