

WILDE SCHOOL YUKON

EXPERIENTIAL FIELD TRIPS

Curriculum & Program Guide

KINDERGARTEN - GRADE 7 | 2026-27



WILDE SCHOOL
YUKON



18 Metropolit Lane, Whitehorse



www.yukonwildschool.ca

TAKE YOUR CLASSROOM

OUTSIDE

Our Experiential Field Trips (EFTs) take learning out of the classroom and into the boreal forest. Students explore, discover, ask questions and make real-world connections that last far beyond that day.

This guide will help you find the right program for your grade level and see how each experience connects to the Yukon curriculum.



HOW TO USE THIS GUIDE

We've made it easy to find the right experience for your learners.

1

FIND YOUR GRADE

Head to the Programs by Grade section to see what's available

2

EXPLORE PROGRAMS

Read program overviews, curriculum connections and learning outcomes.

3

PLAN YOUR TRIP

Choose the experience that fits your goals and your learners.

4

GET IN TOUCH

We're here to help plan a meaningful and memorable adventure



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PROGRAMS

BY GRADE



Our Experiential Field Trips (EFTs) are organized by grade level and designed to support learning through every season.

GRADE	PROGRAMS	SEASONS
K	• Touch the Earth • Animal Antics	
1	• Animal Antics • Sprout Scouts	
2	• It's a Bug's Life • Wetland Wonders	
3	• Forest Connections • Bird Investigators	
4	• Pond Studies • Taiga Trekkers	
5	• Geology Geniuses • Canoeing	
6	• Mix It Up! Mixtures In Nature • Canoeing • Teambuilding	
7	• Biodiversity & Invasive Species • Canoeing • Teambuilding	



TOUCH THE EARTH

KINDERGARTEN

SEASONS



THE EXPERIENCE

Students will participate in a variety of sensory activities that will increase their awareness of, and sensitivity to, the natural world around us. Students will make a sound map, find unusual objects, meet a tree, go on a scent walk and learn about echolocation in a fun game of bat and moth. While learning about the specialized animal senses of some of our local animals, students will hone in on their own senses and discover a new way of experiencing the forest around them. This program will be of particular benefit to those students who have infrequent contact with natural spaces.

CURRICULUM CONNECTIONS



BIG IDEAS

- Plants and animals have observable features
- Daily and seasonal changes affect living things



CURRICULAR COMPETENCIES

- Questioning and predicting
- Make exploratory observations using their senses
- Experience and interpret the local environment
- Demonstrate curiosity and sense of wonder about the world



CURRICULUM CONTENT

- Basic needs of plants and animals
- Adaptations of plants and animals
- Seasonal changes
- Living things make changes to accommodate daily and seasonal cycles



PLANNING YOUR TRIP

All WILDE School EFTs support Yukon Core Competencies and follow established risk management procedures.

See page 19 for Indigenous Knowledge & Land-Based Learning, page 20 for Core Competencies and pages 21-24 for Risk Management.



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ANIMAL ANTICS

KINDERGARTEN & GRADE 1

SEASONS



THE EXPERIENCE

Students will learn about the needs and characteristics of a wide variety of animals that call WILDE School home. We may examine pelts and skulls, classify living things, search for signs of animals, and play active games to help us understand the diversity and interconnectedness of all living things in the boreal forest. This dynamic program will fill your students with questions and curiosities about our animal friends.

CURRICULUM CONNECTIONS

BIG IDEAS

KINDERGARTEN

- Plants and animals have observable features
- Daily and seasonal changes affect living things

GRADE 1

- Living things have features and behaviours that help them survive
- Observable patterns and cycles occur in the sky and local landscape

CURRICULAR COMPETENCIES

KINDERGARTEN

- Questioning and predicting
- Make exploratory observations using their senses
- Experience and interpret the local environment
- Demonstrate curiosity and sense of wonder about the world

GRADE 1

- Demonstrate curiosity and a sense of wonder about the world
- Ask questions and make simple predictions about familiar objects and events
- Identify simple patterns and connections
- Consider the environmental consequences of their actions

CURRICULUM CONTENT

KINDERGARTEN

- Basic needs of plants and animals
- Adaptations of plants and animals
- Seasonal changes
- Living things make changes to accommodate daily and seasonal cycles

GRADE 1

- Classification of living and non-living things
- Names of local plants and animals
- Structural features of living things in the local environment
- Behavioural adaptations of animals in the local environment
- Local First Peoples' knowledge of the local landscape, plants and animals
- Local First Peoples' understanding and use of seasonal rounds



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SPROUT SCOUTS

GRADE 1

SEASONS



THE EXPERIENCE

Through active games and hands-on, inquiry-based learning, students will be introduced to some of the plant species at WILDE School, learn how to identify the various parts of a plant and their functions, and determine what a plant needs in order to grow. Students will compare different areas around the property, discuss why these areas support different plant life, and will come away with an appreciation for the critical roles that local plants play in supporting a healthy ecosystem. The learning continues back in class when students return to school with their own local seedlings to create a classroom garden of inquiry and a memento from their time at WILDE School.

CURRICULUM CONNECTIONS



BIG IDEAS

- Living things have features and behaviours that help them survive in their environment
- Observable patterns and cycles occur in the sky and local landscape



CURRICULAR COMPETENCIES

- Demonstrate curiosity and sense of wonder about the world
- Ask questions and make simple predictions about familiar objects and events
- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Make and record simple measurements
- Identify simple patterns and connections
- Consider environmental consequences of their actions



CURRICULUM CONTENT

- Classification of living and non living things
- Names of local plants and animals
- Structural features of living things in the local environment
- Local First Peoples knowledge of the local landscape, plants and animals
- Local First Peoples understanding and use of seasonal rounds
- Local patterns that occur on Earth and in the sky



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IT'S A BUG'S LIFE

GRADE 2

SEASONS



THE EXPERIENCE

Children's bug-hunting skills will be put to work as they search for local insect species in a hands-on forest exploration at WILDE School! Students will use insect-collecting tools and techniques while practicing respectful ways of handling bugs. We will explore the fascinating adaptations of local insect species, their life cycles and behaviours and the many ways that they are imperative to the very function of our ecosystems. Through active games, students will come away with an appreciation for how various insects like bees and ants work together in complex and incredible ways to be successful.

CURRICULUM CONNECTIONS

BIG IDEAS

- Living things have life cycles adapted to their environment

CURRICULAR COMPETENCIES

- Demonstrate curiosity and sense of wonder about the world
- Ask questions and make simple predictions about familiar objects and events
- Make and record observations
- Identify simple patterns and connections
- Consider environmental consequences of their actions

CURRICULUM CONTENT

- Metamorphic and non-metamorphic life cycles of different organisms
- Similarities and differences between offspring and parent
- First Peoples' use of their knowledge of life cycles



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WETLAND WONDERS

GRADE 2

SEASONS



THE EXPERIENCE

Wetlands are cradles of biodiversity; they are extremely important and fragile habitats that play a critical role in the boreal forest. Through guided field activities, students will learn about the important functions of wetlands and investigate the local biodiversity present in the pond. Conditions permitting, we will sample the pond for aquatic macroinvertebrates and learn how to identify them using a dichotomous key. Through active games, students will come away with an understanding of the life cycles of aquatic macroinvertebrates, how they impact and are affected by water quality, and why it is so important to protect these special ecosystems.

CURRICULUM CONNECTIONS



BIG IDEAS

- Living things have life cycles adapted to their environment
- Water is essential to all living things and it cycles through the environment



CURRICULAR COMPETENCIES

- Demonstrate curiosity and sense of wonder about the world
- Ask questions and make simple predictions about familiar objects and events
- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Make and record simple measurements
- Identify simple patterns and connections
- Consider environmental consequences of their actions



CURRICULUM CONTENT

- Metamorphic and non-metamorphic life cycles of different organisms
- Similarities and differences between offspring and parent
- First Peoples' use of their knowledge of life cycles
- Watersources, including local watersheds
- Water conservation
- The water cycle
- Local First Peoples' knowledge of water cycles, conservation and connections to other systems



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FOREST CONNECTIONS

GRADE 3

SEASONS



THE EXPERIENCE

"When one tugs at a single thing in nature, he finds it is attached to the rest of the world." -John Muir, Scottish-American Naturalist, Author and Conservationist.

All living things are interconnected, and a change or the removal of one element often has far-reaching, often unexpected consequences for the rest of the world. Through an active food web simulation and cooperative games, students will gain an understanding of and appreciation for these important and often overlooked connections that create a delicate balance in our boreal ecosystems.

CURRICULUM CONNECTIONS



BIG IDEAS

- Living things are diverse, can be grouped, and interact in their ecosystems



CURRICULAR COMPETENCIES

- Identify questions about familiar objects and events that can be investigated scientifically
- Safely use appropriate tools to make observations and measurements
- Collect simple data and sort and classify information
- Compare results with predictions, suggesting possible reasons for findings
- Make simple inferences
- Experience and interpret the local environment



CURRICULUM CONTENT

- Biodiversity in the local environment
- Knowledge of local First Peoples of ecosystems
- Energy is needed for life (producers, food chains, food webs)



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BIRD INVESTIGATORS

GRADE 3

SEASONS



THE EXPERIENCE

Begin a life-long hobby in the boreal forest at WILDE School. Birding is a great way to connect children to nature and leads to numerous opportunities for inquiry. Through active games, activities, and a hike through the forest, students will investigate the physical characteristics of birds, their fascinating and unique adaptations, and their symbiotic relationship with the boreal forest. Students will also learn and practice the language of birds, and hone in on their observation skills. Let their curiosity take flight as they come away with a new appreciation for our feathered friends.

CURRICULUM CONNECTIONS



BIG IDEAS

- Living things are diverse, can be grouped, and interact in their ecosystems



CURRICULAR COMPETENCIES

- Identify questions about familiar objects and events that can be investigated scientifically
- Collect simple data and sort and classify information
- Compare results with predictions, suggesting possible reasons for findings
- Make simple inferences
- Experience and interpret the local environment



CURRICULUM CONTENT

- Biodiversity in the local environment
- Knowledge of local First Peoples of ecosystems
- Energy is needed for life (producers, food chains, food webs)



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POND STUDIES

GRADE 4

SEASONS



THE EXPERIENCE

Wetlands are extremely important and fragile habitats that play a critical role in our ecosystems. In this immersive program, students will learn about the important functions of wetlands and survey various zones within our pond to responsibly collect and identify macroinvertebrates. They will learn how to calculate the biotic index of a water body based on the organisms observed, and understand the importance of indicator species. This program demonstrates how we gather, use and interpret data to assess the health of our water systems, allowing students to gain an appreciation for these creatures and what their presence or absence tells us about the well-being of our ecosystems as a whole.

CURRICULUM CONNECTIONS



BIG IDEAS

- All living things sense and respond to their environment



CURRICULAR COMPETENCIES

- Identify questions about familiar objects and events that can be investigated scientifically
- Safely use appropriate tools to make observations and measurements
- Collect simple data and sort and classify information
- Compare results with predictions, suggesting possible reasons for findings
- Make simple inferences
- Experience and interpret the local environment



CURRICULUM CONTENT

- How humans, plants and animals sense and respond to stimuli in their environment (the biotic index and indicator species)



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TAIGA TREKKERS

GRADE 4

SEASONS



THE EXPERIENCE

The Taiga is our backdrop as we explore biomes in our boreal forest classroom. Students will learn what a biome is and explore the unique plants, soils, animals, and climate of the Yukon's Taiga, also known as the Boreal Forest. Through games, nature investigations, and creative challenges, students become "biome detectives," searching for clues in the forest. Along the way, they'll discover how living things adapt to northern environments and explore how environmental changes, including climate change, affect local ecosystems.

CURRICULUM CONNECTIONS



BIG IDEAS

- All living things sense and respond to their environment



CURRICULAR COMPETENCIES

- Demonstrate curiosity about the natural world
- Make observations about living and non-living things in the local environment
- Make simple inferences based on their results and prior knowledge



CURRICULUM CONTENT

- Biomes as large regions with similar environmental features



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GEOLOGY GENIUSES

GRADE 5

SEASONS



THE EXPERIENCE

We are excited to offer an engaging, hands-on geology program at the Rock Gardens. Our curriculum explores the rock cycle as well as the geologic history of our local region.

Through interactive activities and guided exploration, students become part of the rock cycle, investigate local rocks and landforms, and uncover the geological processes that have shaped their community. By observing, questioning, and exploring in nature, students develop scientific inquiry skills while building a deeper understanding of Earth's dynamic systems and the stories written in the landscape around them.

CURRICULUM CONNECTIONS

BIG IDEAS

SCIENCE

- Earth materials change as they move through the rock cycle and can be used as natural resources

SOCIAL STUDIES

- Natural resources continue to shape the economy and identity of different regions of Canada



CURRICULAR COMPETENCIES

SCIENCE

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Experience and interpret the local environment
- Contribute to care for self, others, and community through personal or collaborative approaches

SOCIAL STUDIES

- Use the social studies inquiry process to ask questions, gather, interpret and analyse ideas, and communicate findings and decisions

CURRICULUM CONTENT

SCIENCE

- The rock cycle
- Local types of earth materials: include mineral, rock, clay, boulder, gravel, sand, soil

SOCIAL STUDIES

Resources and economic development in different regions of Canada

- First Peoples' land ownership and use



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CANOEING

GRADE 5

SEASONS



THE EXPERIENCE

Ready to launch? Join our WILDE School certified canoe instructor for a fun and engaging full-day introduction to canoeing and paddling program at beautiful Chadburn Lake. This hands-on outdoor experience introduces students to the basics of canoeing in a safe, supportive and playful environment. We will focus on developing proper paddle technique and learning to stern, while building confidence, and working as a team. Pending weather and conditions, students might have the opportunity to visit the old cabin and bat nursery site, discuss its value to local bat education and conservation, as well as the impacts of its removal from this park.

CURRICULUM CONNECTIONS

BIG IDEAS

SCIENCE

- Machines are devices that transfer force and energy

SOCIAL STUDIES

- Natural resources continue to shape the economy and identity of different regions of Canada

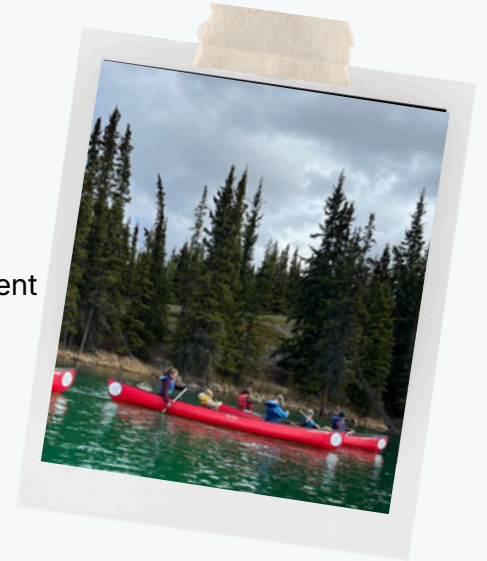
CURRICULAR COMPETENCIES

SCIENCE

- Use equipment and materials safely, identifying potential risks
- Experience and interpret the local environment
- Identify First Peoples' perspective and knowledge as sources of information
- Transfer and apply learning to new situations
- Communicate ideas, explanations and process in a variety of ways

SOCIAL STUDIES

- Differentiate between intended and unintended consequences of events, decisions and development and speculate about alternative outcomes
- Consider stakeholders perspectives on issues, developments or events
- Make ethical judgements about decisions and actions of a particular place and time and assess appropriate



CURRICULUM CONTENT

SCIENCE

- Properties of simple machines and their force effects
- Machines that are a) constructed and b) found in nature
- Power- the rate at which energy is transferred

SOCIAL STUDIES

- The development and evolution of Canadian identity over time
- First Peoples' land ownership and use

PLANNING YOUR TRIP

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CANOEING

GRADE 6

SEASONS



THE EXPERIENCE

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CURRICULUM CONNECTIONS



BIG IDEAS

SCIENCE

- Newton's Three Laws of Motion describe the relationship between force and motion

SOCIAL STUDIES

- Economic self interest can be a significant cause of conflict
- among peoples and governments



CURRICULAR COMPETENCIES

SCIENCE

- Make observations in familiar or unfamiliar contexts

SOCIAL STUDIES

- Differentiate between short and long term causes, and intended or unintended consequences of decisions and developments
- Consider stakeholders perspectives on issues, developments or events
- Make ethical judgements about decisions and actions of a particular place and time and assess appropriate ways to respond



CURRICULUM CONTENT

SCIENCE

- Newton's Three Laws of Motion
- Effects of balanced and unbalanced forces in daily physical activity

SOCIAL STUDIES

- Economic policies and resource management

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CANOEING

GRADE 7

SEASONS



THE EXPERIENCE

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CURRICULUM CONNECTIONS



BIG IDEAS

- Earth and its climate have changed over geologic time



CURRICULAR COMPETENCIES

- Experience and interpret the local environment
- Consider social, environmental and ethical implications of findings from their own and others' investigations



CURRICULUM CONTENT

- First Peoples' knowledge of changes in biodiversity over time
- Evidence of climate change over geologic time and the recent impact of humans



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MIX IT UP! MIXTURES IN NATURE

GRADE 6

SEASONS



THE EXPERIENCE

This hands-on program explores mixtures in nature and their unique properties. Through interactive investigations and active games, students will examine soil, rocks, and water to discover how natural systems create and separate mixtures. Working collaboratively, they will design, build, and test their own filtration systems while exploring how soils and ecosystems naturally filter water. Along the way, students will develop scientific inquiry skills, deepen their understanding of Earth's interconnected systems, and learn how responsible environmental stewardship helps protect the essential filtering functions that support healthy ecosystems and clean water.

CURRICULUM CONNECTIONS



- Everyday materials are often mixtures

CURRICULAR COMPETENCIES

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Make observations in familiar or unfamiliar contexts
- Identify questions to answer or problems to solve through scientific inquiry
- Make predictions about the findings of their inquiry
- With support, plan appropriate investigations to answer their questions or solve problems they have identified
- Experience and interpret the local environment
- Evaluate whether their investigations were fair tests
- Identify possible sources of error
- Suggest improvements to their investigation methods

CURRICULUM CONTENT

- Heterogeneous mixtures
- Mixtures: separated using a difference in component properties
- Local First Peoples' knowledge of separation and extraction methods



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BIODIVERSITY & INVASIVE SPECIES

GRADE 7

SEASONS



THE EXPERIENCE

In this interactive program, students will learn about the difference between native and introduced species that are present at WILDE School and in the surrounding forests and wetlands. We will discuss the characteristics of invasive species and their local impacts. Students will also have the opportunity to compare the biodiversity present in different habitats and discuss why a diversity of habitats is so important to the resilience of the boreal forest, particularly as it adapts to stressors caused by climate change.

CURRICULUM CONNECTIONS



BIG IDEAS

- Evolution by natural selection provides an explanation for the diversity and survival of living things
- Earth and its climate have changed over geological time.



CURRICULAR COMPETENCIES

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Make observations aimed at identifying their own questions about the natural world
- Identify a question to answer or a problem to solve through scientific inquiry
- Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified
- Measure and control variables (dependent and independent) through fair tests
- Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy and precision
- Experience and interpret the local environment



CURRICULUM CONTENT

- Organisms have evolved over time: change in traits of populations over time
- Survival needs: all organisms need space, food, water, and access to resources in order to survive
- Natural selection: the natural process by which certain traits that have a greater fitness for their environment lead to a reproductive advantage; this process happens within a population over time because of genetic variation
- The fossil record provides evidence of changes in biodiversity over geologic time
- First Peoples' knowledge of changes in biodiversity over time
- Evidence of climate change over time and the recent impacts of humans



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TEAM BUILDING

GRADE 6 & 7

SEASONS



THE EXPERIENCE

Cooperation, communication, active listening, and empathy are essential lifelong skills. In this highly interactive program, students will develop these abilities by working together as they tackle progressively more challenging cooperative tasks. Depending on the needs of your students, we will emphasize specific social-emotional learning skills such as empathy, positive talk, turn taking, and mutual respect.

CURRICULUM CONNECTIONS



BIG IDEAS

GRADE 6

- We experience many changes in our lives that influence how we see ourselves and others
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity

GRADE 7

- We experience many changes in our lives that influence how we see ourselves and others
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity



CURRICULAR COMPETENCIES

GRADE 6

- Describe and apply strategies for developing and maintaining healthy relationships

GRADE 7

- Develop and demonstrate safety, fair play and leadership in physical activities

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INDIGENOUS KNOWLEDGE & LAND-BASED LEARNING

Learning from the land. Learning in Relationship.



MEET JANET FIRTH

Indigenous Knowledge Keeper

Janet is Vuntut Gwitchin First Nation from Fort McPherson, NWT.

She reclaimed her identity in 2019 and completed her studies through the YNTEP program.

As WILDE School's Indigenous Knowledge Keeper, Janet brings knowledge, perspectives, and ways of knowing that help guide our learning community.

Her guidance supports meaningful, respectful connections to the land, our cultures, traditions, and spirituality - and inspires a deeper understanding of the natural world.



INDIGENOUS PERSPECTIVES THROUGHOUT OUR PROGRAMS

Throughout this guide, teachers will find Yukon curriculum connections that include First Peoples' knowledge and perspectives.

WILDE School is committed to approaching these connections thoughtfully and respectfully as part of learning on and from the land.



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CORE COMPETENCIES

Wilde School Experiential Field Trips (EFTs) support the development of Yukon Core Competencies through hands-on, collaborative and place-based learning.



COMMUNICATION

The set of abilities that students use to acquire, interpret, and express ideas and information, to connect with others, to explore the world around them, and to achieve their goals.



THINKING

The knowledge, understandings, and skills that students need to think creatively and critically, solve problems, and make responsible decisions.



PERSONAL + SOCIAL

The set of abilities that students use to understand and care for themselves, to connect with others, and to contribute to their world.



SAFETY & RISK MANAGEMENT

Outdoor learning involves inherent risks. WILDE School uses established procedures to identify hazards, reduce risk and support safe, positive experiences for students and staff.

RISK MANAGEMENT AT A GLANCE



WILDLIFE

- Bears
- Bees & Wasps



FOREST & TERRAIN

- Cliffs & Rock Crevices
- Poisonous Plants
- Tree Climbing & Sticks



GROUP MANAGEMENT

- Lost Student
- Behaviour & Group Dynamics



WATER ACTIVITIES

- Ponds/ Water
- Canoeing
- PFDs
- Weather/ Hypothermia

HOW WE KEEP STUDENTS SAFE

- ✓ Experienced, trained staff with ongoing risk management training
- ✓ Pre-trip planning and site assessments
- ✓ Clear communication, expectations and safety briefings
- ✓ Age-appropriate activities and group supervision
- ✓ Emergency plans and first aid ready



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RISK MANAGEMENT PROCEDURES

WILDE School uses program-specific hazard and mitigation procedures to support safe outdoor experiences. Teachers play an important role in communicating student needs and supporting group safety.

HAZARD	HOW WILDE MANAGES IT
Cliffs & Rock Crevices	• Talk to participants about this hazard before hiking anywhere near it. • Focus discussion on how we manage our bodies when near the cliff edge (e.g., no running, playing, pushing etc.) • If you are going to hang out near the cliff to have a snack, for example, do not let participants sit right near the edge
Lost student	• Set clear boundaries. When possible, use visible natural boundaries to designate playing areas. • Perform routine head counts • Classroom teacher will identify runners, hidere, and possible triggers to program facilitator.
Bears	• Study the <i>How You Can Stay Safe in Bear Country</i> document from Environment Yukon and teach this information to your participants • https://yukon.ca/sites/default/files/env/env-stay-safe-bear-country.pdf • Carry bear spray from April 1 - Nov 30 in a readily accessible location (e.g., outside of backpack in a water bottle pouch or on a belt loop) • Discuss the predetermined group response in the event of a bear encounter • Ensure all participants are accounted for • Communicate the encounter with participants, classroom teacher and the director
Bees & Wasps	• Make note of active nest sites and avoid them when active • Review the list of student allergies • Program facilitator to carry epi and Benadryl • Students with known allergies to bees/wasps are required to have epi from home in their pack • If a participant is stung, regardless of their immediate reaction, notify the director and monitor for a reaction



RISK MANAGEMENT PROCEDURES CONT'D

HAZARD	HOW WILDE MANAGES IT
Poisonous Plants	• Students are not permitted to eat wild-harvested mushrooms • Be aware that Baneberry looks a lot like High Bush Cranberry. Educate yourself. If in doubt, don't let them eat it. • Only permit participants to eat wild-harvested plants if you are 110% certain it is edible
Pond/Water	• Participants should not be at the pond unattended. • In Winter, ice must be verified as thick enough for use before participants are permitted to go on. While on ice students need to be supervised.
Aquatic Sampling	• Not all students are permitted to enter the water to collect samples. Only students designated by the teacher will do so and must wear hip waders and a PFD. The rest of the sampling is done from shore. • Throw ropes are set at highly visible spots near the water's edge during aquatic studies programs. Staff, volunteers and visiting adults are made aware of throw-rope locations.
Tree Climbing	• Students are permitted to climb twice their height into a tree. • Look for hazards beneath the tree (e.g., rocks, sharp sticks) and relocate to a different tree if necessary.
Stick Use	• Stick use is encouraged; however, no stick fighting. • Students should carry a stick no longer than their height. • Students are not permitted to play with the stick in and out of a fire.



RISK MANAGEMENT PROCEDURES CONT'D

HAZARD	HOW WILDE MANAGES IT
Parking Lot/ Cars	• Have a predetermined plan for pick-up and drop-off. • Ensure participants know boundaries and expectations once dropped off. • Politely encourage parents to drop and go to prevent congestion. • Do not allow students to play games immediately next to the drop-off.
Fire Pit	• Students are not permitted to run or play games near the fire pit. • Students moving around the fire should walk behind people, not in front. • Do not allow students to walk on the rocks surrounding a fire pit. • Do not allow students to continually poke the fire with a stick and wave it around. • Discuss what to do if someone's clothes or hair catch on fire. • Have a water source for extinguishing readily available.



TEAMBUILDING / FORCED VULNERABILITY

- Clearly explain goals and expectations.
- Discuss personal boundaries.
- Address conflict immediately.
- Allow adequate debrief time.
- Offer the option to opt out when an activity is well beyond a student's ability to cope.



CANOEING

- Mandatory PFDs use for all participants.
- Direct supervision by staff on the water.
- Review safety plan and communication before launch.
- Designate leader and sweep paddler.
- Keep group together; monitor weather.
- Review T-rescue, cold/wet procedures and hypothermia management.



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