

8

LAND USE PLANNING AND THE ENVIRONMENT

PROTECTION AND DEVELOPMENT OF WILDLIFE HABITATS

PROGRAM OF STUDY
5679

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PROTECTION AND DEVELOPMENT OF WILDLIFE HABITATS

PROGRAM OF STUDY

5679

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LAND USE PLANNING AND THE ENVIRONMENT

PROTECTION AND DEVELOPMENT OF WILDLIFE HABITATS

PROGRAM OF STUDY 5679

The *Protection and Development of Wildlife Habitats* program leads to the Diploma of Vocational Studies (DVS) and prepares the student to practise the trade of

WILDLIFE HABITAT PROTECTION AND DEVELOPMENT OFFICER

Direction générale de la formation professionnelle et technique

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This program of study, *Protection and Development of Wildlife Habitats*, is issued in accordance with section 461 of the *Education Act* (R.S.Q., c. I-13.3).

In conformity with the provisions of paragraph (a) of section 23 of the *Act respecting the Conseil supérieur de l'éducation* (R.S.Q., c. C-60), as replaced by section 569 of the *Education Act* (1988, chapter 84), the confessional committees of the Conseil supérieur de l'éducation have given their opinion on this program of study.

François Legault
Minister of Education

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INTRODUCTION

The *Protection and Development of Wildlife Habitats* program is based on the orientations for secondary school vocational education that call for the participation of experts in the field and in education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a Diploma of Vocational Studies (DVS) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 1320 hours, which includes 525 hours spent on the specific competencies required to practise the

trade and 795 hours on general competencies. The program of study is divided into 24 modules, which vary in length from 15 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.



GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

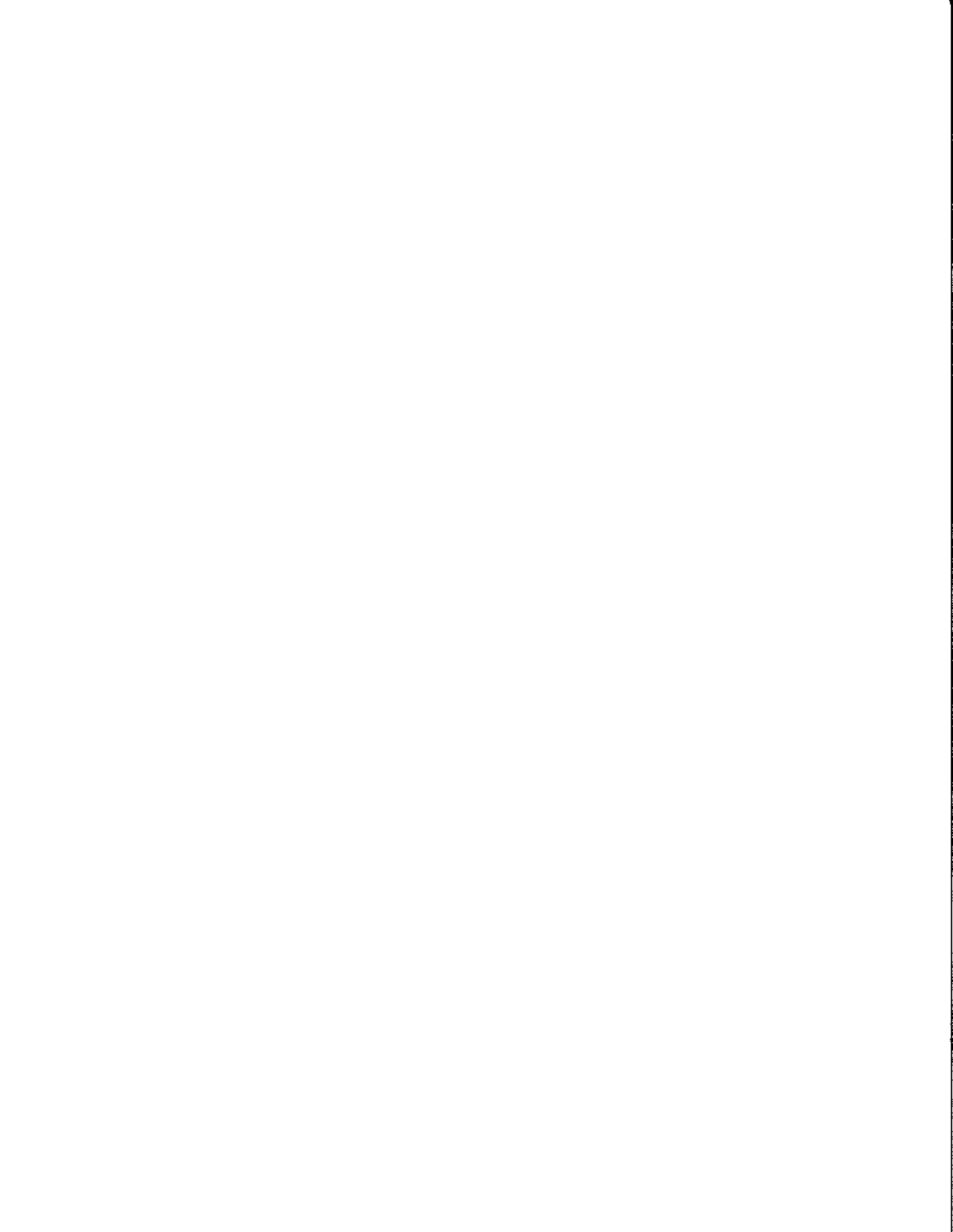
Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.



PART I



1. SYNOPTIC TABLE

Number of modules: 24
 Duration in hours: 1320
 Credits: 118

Protection and Development of Wildlife Habitats
 CODE: 5679

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
737 011	1. The Trade and the Training Process	15	1
737 021	2. Occupational Health and Safety	15	1
737 034	3. Using Gear, Tools and Equipment	60	4
737 043	4. Providing Emergency Assistance	45	3
737 053	5. Handling Propane Gas	45	3
737 064	6. Preparing Equipment, Buildings and Infrastructures	60	4
737 073	7. Applying Elements of Animal Biology	45	3
737 088	8. Identifying Wildlife Species	120	8
737 095	9. Interpreting the Acts and Regulations Relating to Wildlife Conservation	75	5
737 105	10. Handling Hunting Weapons	75	5
737 112	11. Communication in the Workplace	30	2
737 123	12. Managing a Check Station	45	3
737 132	13. Wilderness Survival	30	2
737 144	14. Wilderness Navigation	60	4
737 152	15. Non-Motorized Travel in the Wilderness	30	2
737 165	16. Conducting Wilderness Patrols	75	5
737 174	17. Conducting Investigations	60	4
737 183	18. Elements of Forest Ecology	45	3
737 194	19. Assisting Wildlife Management Specialists	60	4
737 202	20. Animal Pathology	30	3
737 215	21. Fishing, Hunting and Trapping Techniques	75	5
737 226	22. Guiding and Informing Customers	90	6
737 231	23. Job Search Techniques	15	1
737 248	24. Entering the Work Force	120	8

Table I

- * 15 hours = 1 credit
 This program leads to a Diploma of Vocational Studies (DVS) in *Protection and Development of Wildlife Habitats*.



2. PROGRAM TRAINING GOALS

The training goals of the *Protection and Development of Wildlife Habitats* program are based on the general goals of vocational education and take into account the specific nature of the trade. These goals are:

To develop effectiveness in the practice of a trade.

- To teach students to correctly perform tasks and activities related to the protection and development of wildlife habitats, at an acceptable level of competence for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
 - the skills needed to organize and plan their work;
 - the ability to communicate effectively in the workplace;
 - a concern for the environment and for occupational health and safety;
 - strong observation skills and greater precision and speed in carrying out tasks related to the protection and development of wildlife habitats.

To ensure integration into the job market.

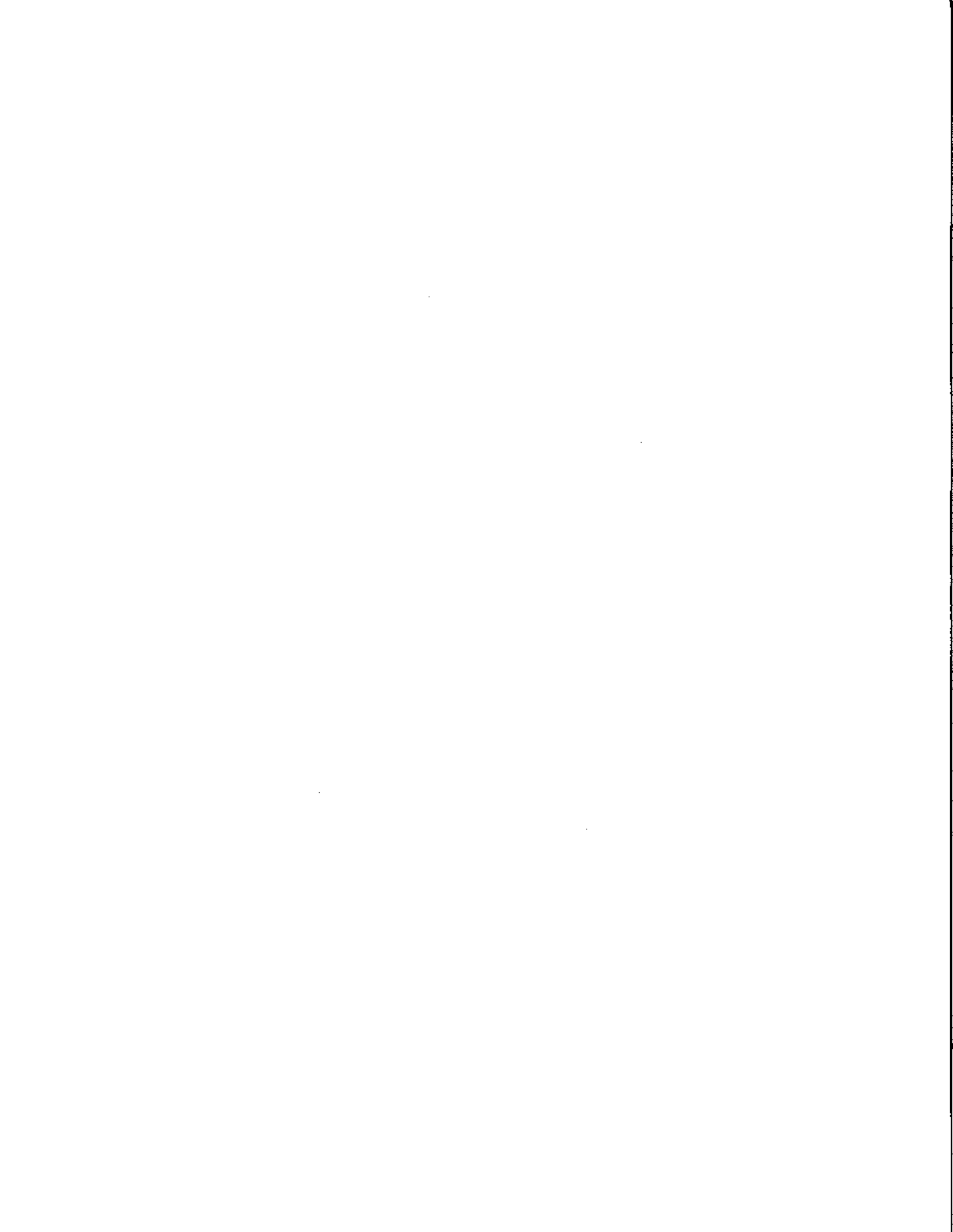
- To help students integrate harmoniously into the job market by fostering:
 - a knowledge of their rights and responsibilities as workers;
 - a knowledge of the job market in general and of the protection and development of wildlife habitats in particular.

To foster the acquisition of occupational knowledge.

- To foster independence and a sense of responsibility.
- To help students develop a concern for excellence.
- To help students develop good work methods.

To ensure job mobility.

- To help students develop a positive attitude toward technological change and new situations.
- To help students develop the skills required to learn, to assert themselves and to gather information.



3. COMPETENCIES

The competencies to be developed in the *Protection and Development of Wildlife Habitats* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency. The symbols (\blacktriangle) and (\bullet) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES IN PROTECTION AND DEVELOPMENT OF WILDLIFE HABITATS		FIRST-LEVEL OPERATIONAL OBJECTIVES		WORK PROCESS (major steps)		GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)												TOTALS									
		DURATION (IN HOURS)		Assess the work to be done	Plan the work	Inspect and maintain the gear and equipment	Do the work	Report on the work done	Handle gear, tools and equipment	Provide emergency assistance to persons in need	Apply wilderness survival techniques	Navigate in the wilderness	Apply elements of forest ecology	Detect animal pathologies	Identify wildlife species	Handle hunting weapons	Interpret and explain the acts and regulations respecting wildlife protection	Use fishing, hunting and trapping techniques	Use job search techniques	Apply occupational health and safety rules	Get around in the wilderness using non-motorized modes of travel	Communicate in the workplace	Handle propane gas	Apply elements of animal biology	NUMBER OF OBJECTIVES	DURATION (IN HOURS)	
MODULE																											
OBJECTIVES																											
DURATION																											
1	Determine their suitability for the trade and the training process	S	15																								
6	Prepare the equipment, buildings and infrastructures	B	60	▲	▲	▲	▲																				
22	Guide and inform customers	B	90	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
19	Assist wildlife management specialists	B	60	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
16	Conduct wilderness patrols	B	75	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
17	Conduct investigations	B	60	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
12	Manage a check station	B	45	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
24	Enter the work force	S	120	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
NUMBER OF OBJECTIVES		B																									
DURATION (IN HOURS)			525																								

S: Situational objective
 B: Behavioural objective
 ▲ Correlation between a step and a specific competency
 △ Correlation between a general and a specific competency
 ○ Correlation between a general and a specific competency
 ● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

The general objectives of the *Protection and Development of Wildlife Habitats* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to integrate harmoniously into the school and work environments.

- Determine their suitability for the trade and the training process.
- Enter the work force.
- Use job search techniques.
- Communicate effectively in the workplace.

To develop in the students the competencies required to apply knowledge of wildlife.

- Identify wildlife species.
- Apply elements of animal biology.
- Detect animal pathologies.
- Guide and inform users.

To develop in the students the competencies required to apply knowledge of acts and regulations.

- Interpret acts and regulations relating to wildlife conservation.
- Conduct wilderness patrols.
- Conduct investigations.

To develop in the students the competencies required for the optimal use of wildlife resources.

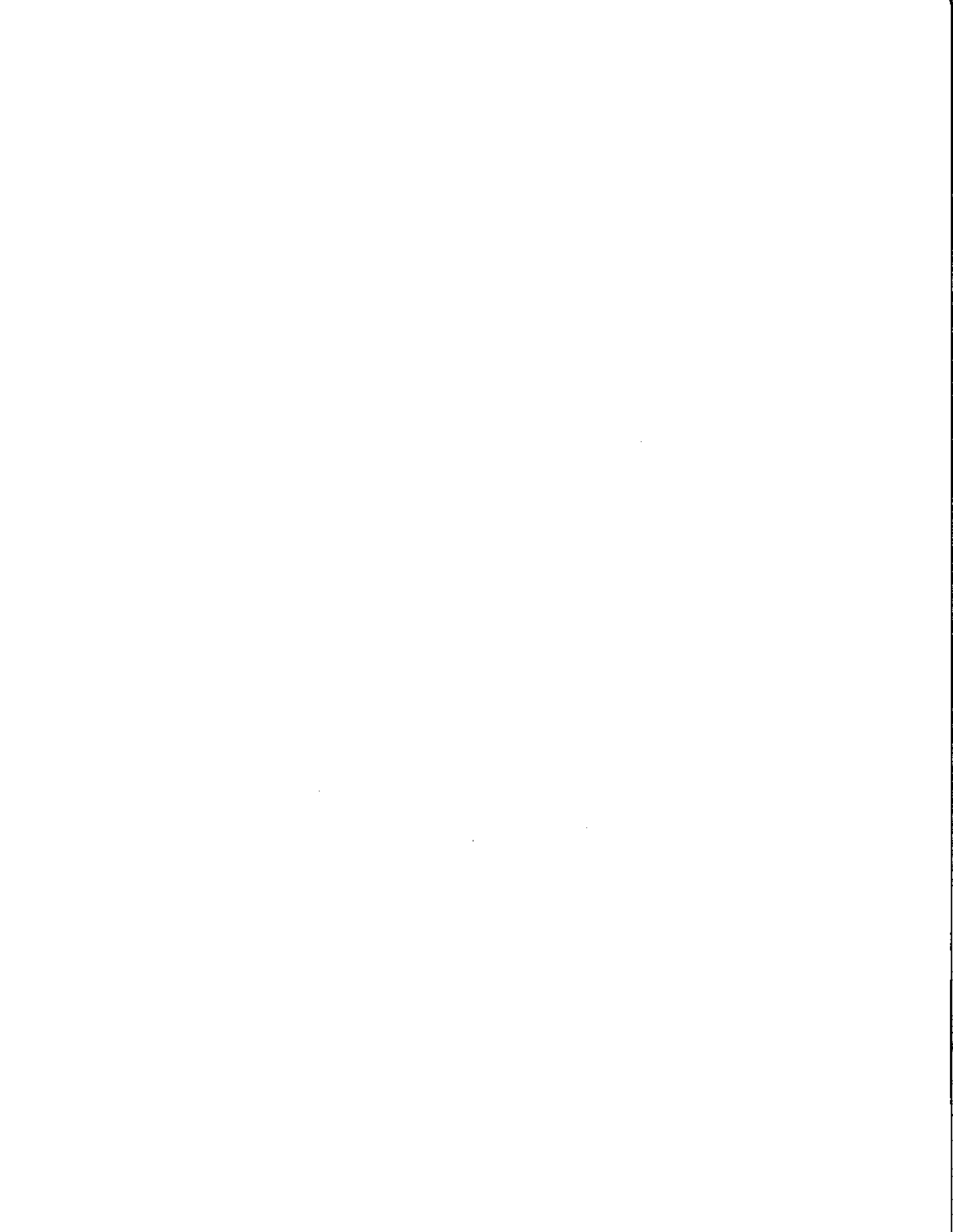
- Use fishing, hunting and trapping techniques.
- Lend their assistance to wildlife management specialists.
- Manage a check station.
- Apply elements of forest ecology.

To develop in the students the competencies required to perform tasks related to the use of gear and equipment and to the preparation of infrastructures.

- Use gear, tools and equipment.
- Prepare equipment, buildings and infrastructures.
- Handle hunting weapons.
- Handle propane gas.

To develop in the students the competencies required to practise their occupation safely.

- Apply occupational health and safety rules.
- Navigate in the wilderness.
- Use wilderness survival techniques.
- Get around in the wilderness without a motorized vehicle.
- Provide emergency assistance.



5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed (see Section 3). Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- A **behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A **situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. Output and results vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective, see 5.2) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** suggest ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.



PART II



MODULE 1: THE TRADE AND THE TRAINING PROCESS

CODE: 737 011

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the trade and the training process.**

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the trade.
- Understand the training program.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Trade

- Learning about the job market in the protection and development of wildlife habitats—potential work environments (types of companies, products), job prospects, wages, advancement and transfer opportunities, hiring criteria—through visits, interviews, documentation and so on.
- Learning about the nature and requirements of the job—tasks, working conditions, evaluation criteria, workers' rights and responsibilities—through visits, interviews, documentation and so on.
- Presenting, at a group meeting, the information gathered and discussing their personal impressions of the trade (i.e. advantages, drawbacks, requirements).

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on the Program and Participation in the Training Process

- Discussing the skills, aptitudes and knowledge required to practise the trade.
- Becoming familiar with the training program: the program of study, the training process, evaluation methods, certification of studies.
- Discussing the training program and how it will prepare them to find employment in the protection and development of wildlife habitats.
- Giving their first impressions of the trade and the training process.

PHASE 3: Evaluation and Confirmation of Career Choice

- Writing a report in which they:
 - describe their preferences, aptitudes and interests with respect to the trade;
 - assess their career choice by comparing the different aspects and requirements of the trade with their own aptitudes and interests.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that is conducive to personal growth and to the students' integration into the job market.
- Encourage all students to engage in discussions and express their opinions.
- Motivate students to take part in learning activities.
- Help students assess their career choice honestly and objectively.
- Organize visits to establishments that are representative of the main types of work environments related to the protection and development of wildlife habitats.
- Make suitable documentation available to the students (e.g. information on the trade, training programs and so on).
- Arrange for students to meet with trade specialists.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE *(Cont.)***

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on most of the topics to be covered.
- Express their views on the trade at a group meeting, interrelating the information they have gathered.

PHASE 2:

- Give their opinions on some of the requirements that they will have to meet in order to practise the trade.
- Examine the documentation provided.
- Listen carefully to explanations.
- Give their impressions of the training program at a group meeting.
- Express their reactions clearly.

PHASE 3:

- Write a report that:
 - sums up their preferences, interests and aptitudes;
 - explains in detail how they arrived at their career choice.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking any of the activities:

1. Be receptive to information on the trade and the training process.
2. Be willing to share their impressions of the trade with other members of the group.

Before undertaking the activities of Phase 1:

3. Gather information.
4. Determine how to record and present the information gathered.
5. Differentiate between "task" and "job."
6. Give the meaning of "entry-level qualification."
7. Explain the main rules of group discussion.

Before undertaking the activities of Phase 2:

8. Identify the skills, aptitudes, attitudes and knowledge required to practise the trade.
9. Describe the nature, purpose and content of the program of study.

Before undertaking the activities of Phase 3:

10. Describe their preferences, aptitudes and interests.
11. Describe the main elements of a report confirming a career choice.

MODULE 2: OCCUPATIONAL HEALTH AND SAFETY

CODE: 737 021

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply occupational health and safety rules** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working in a team or under supervision
- Given specific instructions for observation in the workplace
- Using vehicles, watercraft, equipment or tools
- Using the acts and regulations pertaining to occupational health and safety
- Using the technical health and safety fact sheets supplied with the products
- Using the relevant task and operation descriptions
- Using any relevant reference materials

GENERAL PERFORMANCE CRITERIA

- Observance of legislation respecting occupational health and safety

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|--|--|
| <p>A. Interpret the acts and regulations pertaining to occupational health and safety.</p> | <ul style="list-style-type: none"> - Accurate interpretation of the acts and regulations with respect to the given assignment or need |
| <p>B. Assess the health and safety hazards in a job situation.</p> | <ul style="list-style-type: none"> - Accurate interpretation of WHMIS signs (Workplace Hazardous Materials Information System) - Accurate identification of the main workplace stressors - Methodical verification of the condition of the equipment and facilities - Fair assessment of accident hazards and their causes |
| <p>C. Propose appropriate remedies.</p> | <ul style="list-style-type: none"> - Detailed list of the preventive measures to be taken - Appropriateness of the proposed measures |
| <p>D. Select preventive measures and personal safety equipment.</p> | <ul style="list-style-type: none"> - Selection of appropriate measures and equipment - Appropriate use of equipment |
| <p>E. Write an accident report.</p> | <ul style="list-style-type: none"> - Clear, accurate description |

MODULE 3: USING GEAR, TOOLS AND EQUIPMENT

CODE: 737 034

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **handle gear, tools and light motorized and non-motorized equipment** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given instructions, learning contexts or intentional breakdowns
- Using tools, recreational vehicles, watercraft, light equipment, reference manuals and personal safety equipment
- In a workshop or in the wilderness

GENERAL PERFORMANCE CRITERIA

- Observance of occupational health and safety standards
- Observance of manufacturers' standards
- Correct use of tools and equipment
- Observance of working methods
- Constant concern for their own and others' safety

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Handle sawing equipment.

- Coordinated maneuvers
- Appropriate working postures
- Appropriate cuts
- Correct installation and adjustment of the harness
- Correct installation and adjustment of the portable sawmill

B. Cut branches and bushes.

- Coordinated maneuvers
- Appropriate working postures
- Observance of the limits of equipment capabilities

C. Use a recreational vehicle.

- Correct procedure for starting the engine and shutting it down
- Observance of the limits of vehicle capabilities
- Coordinated maneuvers
- Observance of the highway safety code

D. Use a powercraft.

- Correct procedure for starting the engine and shutting it down
- Observance of the limits of powercraft's capacity and capabilities
- Appropriate maneuvers in keeping with conditions of use
- Observance of boating safety rules and regulations

E. Set up a campsite:

- light
- heavy

- Selection of appropriate site (according to season)
- Functional organization of site
- Correct set-up of campsite
- Concern for their own and customers' safety
- Concern for the environment

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

F. Maintain equipment, watercraft, vehicles
and camping equipment.

**SPECIFIC PERFORMANCE
CRITERIA**

- Full inspection to check that everything is in working order
- Appropriate choice of gear and tools
- Appropriate use of gear and tools
- Concern for the environment

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to handle sawing equipment (A):

1. Locate safety devices.
2. Know the specific components of personal safety equipment.

Before learning how to cut branches and bushes (B):

3. Know how to transport tools safely.

Before learning how to use a recreational vehicle (C):

4. Find the information pertaining to recreational vehicles in the highway safety code.
5. Know the correct way to load, secure and unload recreational vehicles.

Before learning how to use a powercraft (D):

6. Find the information pertaining to powercraft in the boating safety rules and regulations.

Before learning how to maintain the equipment, the watercraft, the vehicles and the camping equipment (F):

7. Locate the information pertaining to vehicle and engine maintenance in the appropriate manuals.
8. Know the grinding angles.
9. Know the oils, greases and other substances that are necessary to keep the different components in proper working order.

MODULE 4: PROVIDING EMERGENCY ASSISTANCE

CODE: 737 043

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide emergency assistance to persons in need** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulated emergencies
- With the appropriate gear, equipment, practice dummies and means of transportation
- In class, in the wilderness or in a pool
- Without referring to notes

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene rules
- Use of appropriate techniques in each situation
- Appropriateness of last-resort decision

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|---|--|
| A. Determine the appropriate intervention techniques to assist the victim of an accident or a sudden illness. | - Appropriate choice of techniques |
| B. Perform artificial respiration. | <ul style="list-style-type: none"> - Recognition of the symptoms associated with respiratory failure - Complete clearing of airways - Correct breathing rate |
| C. Perform chest compressions. | <ul style="list-style-type: none"> - Recognition of the symptoms associated with cardiac arrest - Correct positioning of victim - Correct rate of compressions |
| D. Check external bleeding. | <ul style="list-style-type: none"> - Rapid application of a dressing - Firm direct pressure over the wound - Correct bandaging technique |
| E. Treat different types of wounds. | <ul style="list-style-type: none"> - Accurate identification of type of wound - Appropriate treatment of wound - Disinfection of the wound |
| F. Immobilize various fractured areas. | <ul style="list-style-type: none"> - Recognition of fracture symptoms - Full immobilization of fractured area |
| G. Transport, in the wilderness, the victim of an accident or a sudden illness. | <ul style="list-style-type: none"> - Correct building of an improvised stretcher and correct preparation of the victim - Safe and comfortable positioning of the victim on the stretcher - Regular checking of the victim's condition during transportation |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

H. Take emergency measures, treat or relieve,
in particular cases.

- Accurate identification of problem
- Appropriate choice of treatment
- Correct dosage of medication

I. Provide assistance to a person who is
experiencing a severe allergic reaction.

- Specific identification of type of allergy
- Appropriate choice of assistance measures

J. Save a person from drowning.

- Awareness of their own limits
- Correct assessment of the type of assistance necessary

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine the appropriate intervention techniques to assist the victim of an accident or a sudden illness (A):

1. Recognize the visible symptoms associated with shock.

Before learning how to perform artificial respiration (B):

2. Briefly describe the respiratory system and how it works.
3. List the essential conditions for normal breathing.

Before learning how to perform chest compressions (C):

4. Briefly describe the circulatory system and how it works.

Before learning how to check external bleeding (D) and to immobilize fractured areas (F):

5. Know the main parts of the human skeleton.

Before learning how to save someone from drowning (J):

6. Know how to swim.

MODULE 5: HANDLING PROPANE GAS

CODE: 737 053

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **handle propane gas** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given instructions
- Using tools
- Given technical specifications
- Given the appropriate personal safety equipment
- With detection devices
- In a workshop and in the wilderness

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety standards
- Constant concern for their own and others' safety
- Observance of manufacturers' instructions
- Observance of regulations

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|---------------------------------------|--|
| A. Transport propane gas. | <ul style="list-style-type: none">- Safe transportation- Regular inspection of tanks for leaks- Regular inspection of straps |
| B. Hook the tank up to the equipment. | <ul style="list-style-type: none">- Solid connections- Leak-free seals |
| C. Turn on the equipment. | <ul style="list-style-type: none">- Appropriate choice of lighting procedure- Appropriate timing- Observance of lighting procedure- Appropriate supply of gas to the system |
| D. Turn off the equipment. | <ul style="list-style-type: none">- Complete shutdown |
| E. Store the gas. | <ul style="list-style-type: none">- Safe storage of tanks |

SECOND-LEVEL OPERATIONAL OBJECTIVES

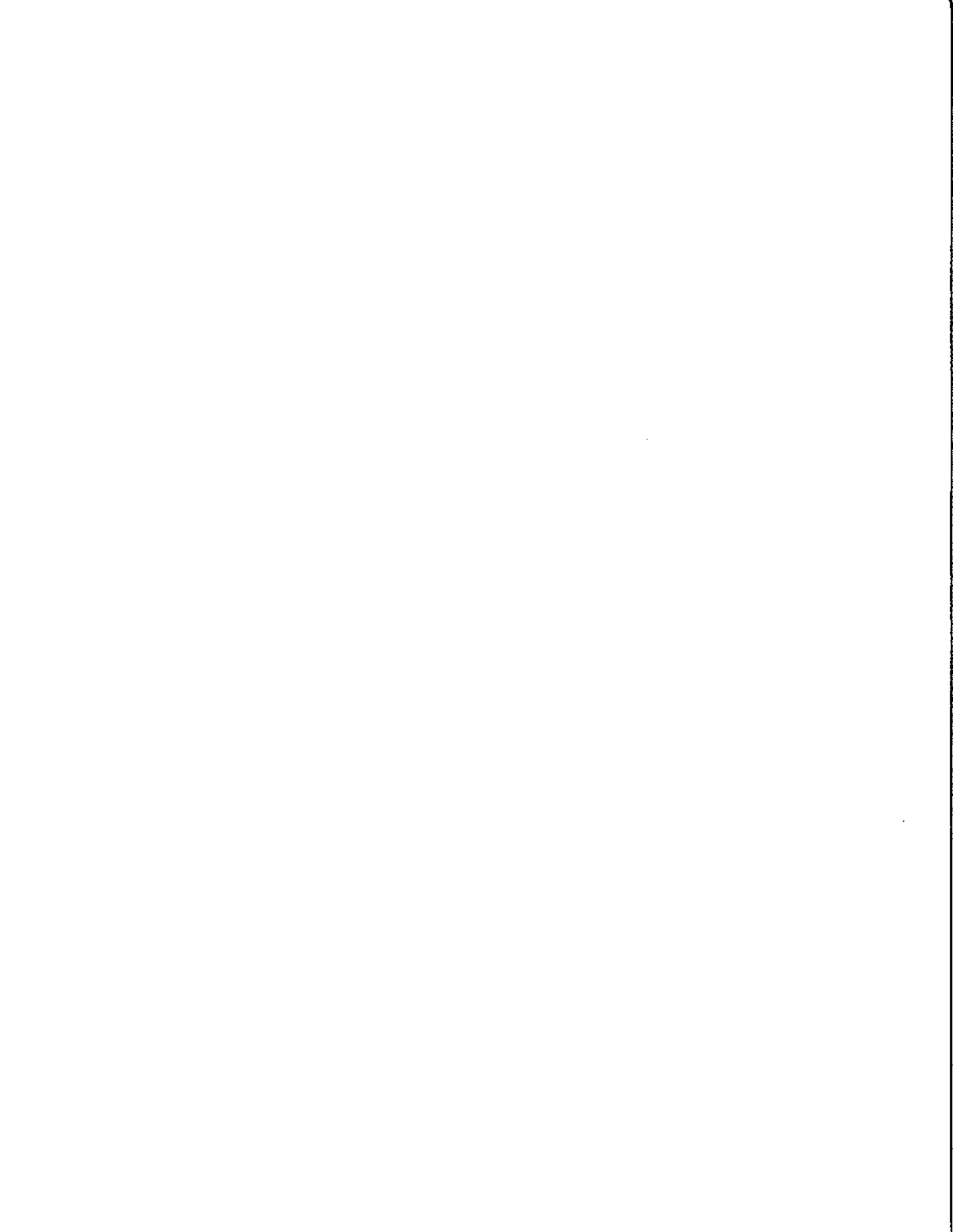
IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to transport propane gas (A):

1. Know the physical properties of gases.

Before learning how to turn on the equipment (C):

2. Know the characteristics of a flame.



MODULE 6: PREPARING EQUIPMENT, BUILDINGS AND INFRASTRUCTURES

CODE: 737 064

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare the equipment, buildings and infrastructures** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In the field or in the workshop
- Given a specific learning context and instructions
- Using the plans, tools, machinery, instruments and equipment needed to prepare the equipment, buildings and infrastructures

GENERAL PERFORMANCE CRITERIA

- Observance of occupational health and safety standards
- Observance of construction codes
- Observance of work methods
- Concern for harmonious interpersonal communications
- Proper use of tools and equipment
- Compliance with instructions
- Compliance with wilderness work standards

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|--|--|
| A. Assess the work to be done. | <ul style="list-style-type: none"> - Correct understanding of instructions - Correct assessment of work needed |
| B. Plan the work. | <ul style="list-style-type: none"> - Steps sequenced in logical order - Appropriate and full selection of required tools, materials and equipment - Realistic assessment of costs |
| C. Inspect and maintain the gear and equipment. | <ul style="list-style-type: none"> - Full inventory - Identification of exact location of problems and excessive wear - Appropriate repairs - Clean equipment |
| D. Do the work: | |
| <ul style="list-style-type: none"> ■ install the equipment; | <ul style="list-style-type: none"> - Functional equipment |
| <ul style="list-style-type: none"> ■ make signs; | <ul style="list-style-type: none"> - Appropriate size, lettering and colours - Solidly made and installed - Appropriately protected |
| <ul style="list-style-type: none"> ■ install check station equipment; | <ul style="list-style-type: none"> - Correct installation of computers - Functionally appointed |
| <ul style="list-style-type: none"> ■ build small infrastructures; | <ul style="list-style-type: none"> - Solidly built - Observance of wildlife habitat management principles |
| <ul style="list-style-type: none"> ■ delimit the territories; | <ul style="list-style-type: none"> - Limits of territories exactly determined - Proper use of symbols |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- close the cabins for the winter.

E. Report on the work done.

**SPECIFIC PERFORMANCE
CRITERIA**

- Full inspection of cabins for solidity
- Correct assessment of work needed
- Cleanliness of site and appropriate storage of gear and equipment

- Clear identification of problems
- Clear description of work done and work remaining

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to assess the work to be done (A):

1. Explain the importance of assessing the work to be done.

Before learning how to plan the work (B):

2. Explain the importance of planning the work to be done.
3. Understand the principles of forest work.

Before learning how to do the work (install the equipment; make signs; install check station equipment; build small infrastructures; delimit the territories; close the cabins for the winter) (D):

4. Have a basic knowledge of electricity.
5. Describe what to look out for when welding pipes.

Before learning how to report on the work done (E):

6. Understand the importance of reporting on the work done.

MODULE 7: APPLYING ELEMENTS OF ANIMAL BIOLOGY

CODE: 737 073

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply elements of animal biology** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given instructions
- Given diagrams, photographs and mounted animals
- Using reference manuals
- Using a stereomicroscope or a compound microscope

GENERAL PERFORMANCE CRITERIA

- Use of exact terminology

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|---|---|
| A. Identify certain parts of a bird's anatomy. | - Correct identification |
| B. Identify certain parts of a mammal's anatomy. | - Correct identification |
| C. Identify certain parts of a fish's anatomy. | - Correct identification |
| D. Relate certain parts of an animal's anatomy to their physiological function. | - Correct association |
| E. Determine the dynamics of animal populations. | - Specific characteristics
- Identification of change factors
- Identification of corresponding changes in animal populations |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to identify certain parts of a bird's anatomy (A):

1. Use a stereomicroscope and a compound microscope.

Before learning how to identify certain parts of a mammal's anatomy (B):

2. Use a stereomicroscope and a compound microscope.

Before learning how to identify certain parts of a fish's anatomy (C):

3. Use a stereomicroscope and a compound microscope.



MODULE 8: IDENTIFYING WILDLIFE SPECIES

CODE: 737 088

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **identify wildlife species** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In the workshop
- Given specimens, anatomical parts, recordings, photographs, illustrations and molds
- Using:
 - identification keys or guides
 - course notes
- In the wilderness
- By describing signs of animal life

GENERAL PERFORMANCE CRITERIA

- Methodical approach
- Careful observation
- Use of exact terminology
- Respect for the environment

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|---|--|
| A. Identify specimens of Québec's terrestrial fauna on the basis of their anatomical characteristics. | - Correct identification |
| B. Identify specimens of Québec's avian fauna on the basis of their anatomical characteristics. | - Correct identification |
| C. Identify specimens of Québec's aquatic fauna on the basis of their anatomical characteristics. | - Correct identification |
| D. Recognize some of the distinguishing features of certain species. | - Correct association of the distinguishing feature with the species |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to identify specimens of Québec's terrestrial fauna on the basis of their anatomical characteristics (A):

1. Recognize the main taxonomic groups in order to choose the best identification tools.
2. Use an identification key.
3. Read a map representing the distribution area of the species.

Before learning how to identify specimens of Québec's avian fauna on the basis of their anatomical characteristics (B):

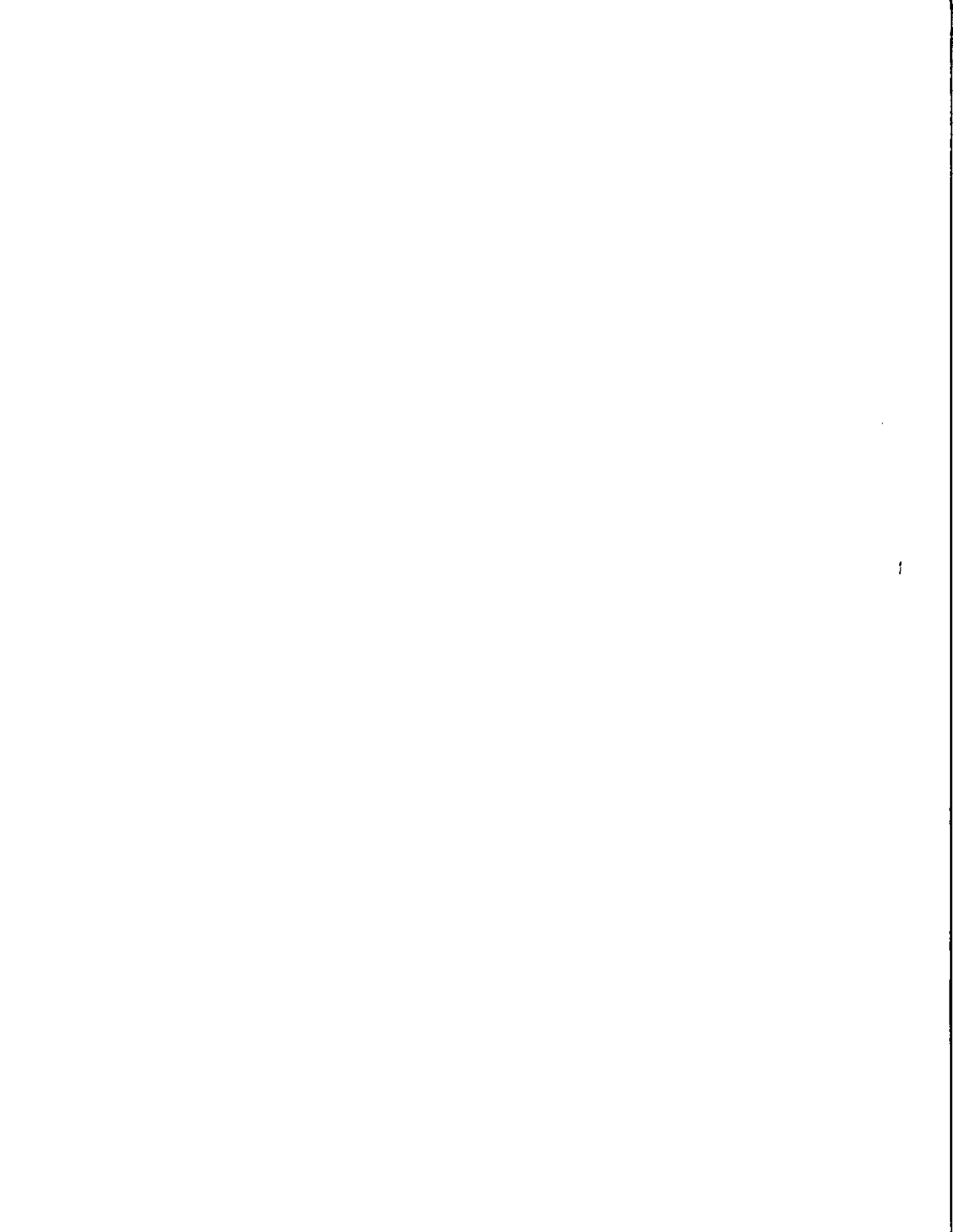
4. Recognize the main taxonomic groups in order to choose the best identification tools.
5. Use an identification key.
6. Read a map representing the distribution area of the species.

Before learning how to identify specimens of Québec's aquatic fauna on the basis of their anatomical characteristics (C):

7. Recognize the main taxonomic groups in order to choose the best identification tools.
8. Use an identification key.
9. Read a map representing the distribution area of the species.

Before learning how to recognize some of the distinguishing features of certain species (D):

10. Recognize the main taxonomic groups in order to choose the best identification tools.
11. Use an identification key.
12. Read a map representing the distribution area of the species.



MODULE 9: INTERPRETING THE ACTS AND REGULATIONS RESPECTING WILDLIFE PROTECTION

CODE: 737 095

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **interpret and explain the acts and regulations respecting wildlife protection** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In class
- Given:
 - instructions
 - learning contexts
- Using the acts and regulations:
 - hunting, fishing and trapping reports
 - development plans

GENERAL PERFORMANCE CRITERIA

- Use of exact terminology
- Compliance with instructions
- Correct understanding of the acts and regulations
- Appropriate use of documentation
- Distinction between the letter and the spirit of the acts and regulations

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|--|--|
| A. Associate the hunting, fishing, trapping and environment protection regulations with the relevant acts. | <ul style="list-style-type: none"> - Correct interpretation - Relevant associations |
| B. Associate the different acts and regulations with the corresponding violations | <ul style="list-style-type: none"> - Correct interpretation - Relevant associations |
| C. Associate the different violations with the corresponding penalties. | <ul style="list-style-type: none"> - Relevant associations |
| D. Identify the rights, powers and obligations of wildlife management officers. | <ul style="list-style-type: none"> - Correct identification |
| E. Explain the reasons for and goals of the regulations. | <ul style="list-style-type: none"> - Justification of the regulations - Relevant information - Clear explanations |
| F. Explain wildlife development plans in terms of the way in which the regulations work. | <ul style="list-style-type: none"> - Relevant explanation |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to associate the hunting, fishing, trapping and environment protection regulations with the relevant acts (A):

1. Use search techniques to find information in the texts of the different acts.
2. Update the documentation.

Before learning how to associate the different acts and regulations with the corresponding violations (B):

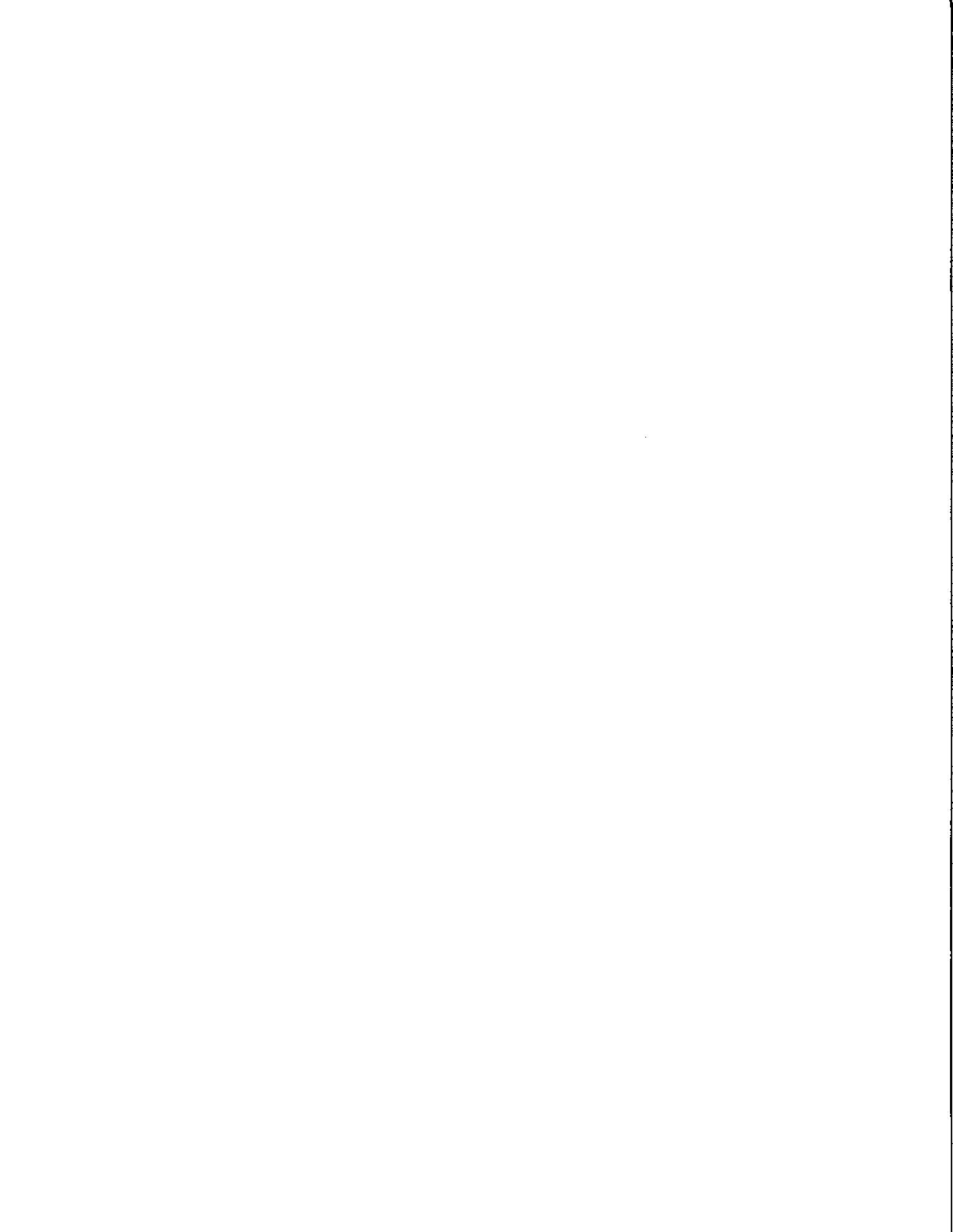
3. Use memorization techniques.

Before learning how to explain the reasons for and goals of the regulations (E):

4. Be aware of the way in which the regulations work.

Before learning how to explain the wildlife development plans in terms of the way in which the regulations work (F):

5. Know the different players involved in wildlife protection.



MODULE 10: HANDLING HUNTING WEAPONS

CODE: 737 105

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **handle hunting weapons** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Individually or in groups
- In class, in the workshop or on a shooting range
- Using:
 - firearms and other weapons with various mechanisms (calibres and gauges)
 - the appropriate ammunition or arrows
 - the materials and tools needed to adjust or clean the weapons
 - the materials needed to reload
 - personal safety equipment
 - firing tables
 - learning materials
 - simulations
 - field trials
- Given instructions

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety standards
- Observance of Canadian standards regarding the transportation, storage and possession of firearms
- Observance of the school's transportation protocol
- Use of appropriate terminology
- Proper use of tools
- Safe handling of dangerous substances
- Safe handling of weapons
- Effective handling of weapons

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Handle weapons, ammunition and projectiles.

- Correct identification of weapons, calibres and projectiles
- Correct identification of:
 - parts
 - mechanisms
 - projectiles
 - calibres
 - hunting firearms (shotguns, rifles and firing mechanisms)
- Precise characterization of firearms
- Constant concern for their own and others' safety:
 - constant checking of safety lock
 - constant checking of the feed mechanism and the magazine

B. Adjust a firearm.

- Precise characterization of sighting systems
- Precise assessment of necessary adjustments
- Relevance of adjustments made
- Appropriate choice of verification technique

C. Adjust a hunting bow and crossbow.

- Precise characterization of weapon types and sighting systems
- Precise assessment of necessary adjustments
- Relevance of adjustments made
- Accuracy of adjustments

D. Reload cartridges and a black powder firearm.

- Compliance with instructions
- Appropriate choice of components and quantities
- Correct adjustment of tools
- Thorough verification of product

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

E. Shoot using:

- a shotgun;
- a black powder firearm;
- a bow;
- a crossbow;
- a rifle.

- Compliance with instructions
- Accurate shooting technique
- Appropriate accuracy for weapon used
- Appropriate adjustments

F. Clean a firearm.

- Compliance with instructions
- Appropriate choice of solvents
- Appropriate choice of equipment for type of cleaning job
- Proper use of tools
- Cleanliness of firearm

G. Store a firearm.

- Appropriate precautions
- Correct assessment of necessary repairs

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to handle firearms, ammunition and projectiles (A):

1. Obtain the documents required in order to purchase or own firearms.

Before learning how to adjust a firearm (B):

2. Use a vernier caliper.
3. Use measurement instruments.
4. Interpret a trajectory.

MODULE 11: COMMUNICATION IN THE WORKPLACE

CODE: 737 112

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

To demonstrate the required competency, the students must **communicate in the workplace** in accordance with the following specifications and by participating in the required activities of the learning context according to the following conditions and criteria.

SPECIFICATIONS

At the end of this module, the students will:

- Know the techniques associated with different forms of communication.
- Be aware of the importance of communication in the development and protection of wildlife habitats.
- Be able to evaluate their own ability to communicate.

LEARNING CONTEXT

PHASE 1: Awareness of the different aspects of verbal communication

- Participating in activities that will help them become aware of their weaknesses with respect to communication.
- Discussing the characteristics of effective communication, using examples.
- Discussing the essential elements of effective communication: self-confidence, openmindedness, etc.
- Recognizing the factors that foster or hinder effective communication.
- Discussing the obstacles to verbal and non-verbal communication.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Application of verbal and non-verbal communication techniques

- Gathering information on job situations in the protection and development of wildlife habitats that involve communication with various groups of workers.
- Participating in learning contexts where wildlife habitat development and protection officers and workers can apply the communication techniques associated with the following situations:
 - give instructions to workers concerning projects to be carried out;
 - manage workers while they are working on different projects;
 - interact with workers in order to obtain quality work and for other purposes.
- Participating, as a supervisor, in field activities designed to allow the application of communication techniques.

PHASE 3: Evaluation of their ability to communicate

- Based on their experiences, assess their own strengths and weaknesses with respect to the different forms of communication.
- List their strengths and weaknesses and discuss how they could improve themselves.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere conducive to personal growth.
- Encourage the students to share their views by using different group animation techniques.
- Encourage students to express their ideas, opinions and personal information.
- Give students the support they need to participate in the activities.
- Encourage the use of communication techniques within the group.
- Prepare learning contexts that are related to the workplace.
- Help students to recognize their strengths and weaknesses with respect to communication and to teamwork.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE (Cont.)**

PARTICIPATION CRITERIA

PHASE 1:

- Participate in activities and discussions.
- Show interest in the topics discussed.
- Provide relevant examples.

PHASE 2:

- Gather information on the topics discussed.
- Participate in the various activities proposed.
- Make efforts to adapt their attitude and behaviour to the different categories of workers.

PHASE 3:

- Assess their ability to communicate.
- Draw up a realistic list of their strengths and weaknesses.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking any of the activities in Phase 1:

1. Identify the elements of the communication process.
2. Be aware of the different forms of communication.
3. Be aware of their prejudices.

Before undertaking the activities of Phase 2:

4. Distinguish between the main forms of professional communication used by wildlife habitat development and protection officers.
5. Understand the importance of effective communication for wildlife habitat development and protection officers.
6. Understand the importance of using the technical terms specific to the occupation.

MODULE 12: MANAGING A CHECK STATION

CODE: 737 123

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **manage a check station** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using:
 - simulations
 - the appropriate forms and documents
 - the appropriate equipment and measurement instruments
- Given instructions
- As a team

GENERAL PERFORMANCE CRITERIA

- Regard for customers
- Appropriate use of forms and documents
- Accuracy of measurements
- Accuracy of operations involving money and accounting
- Appropriate communication
- Concern for maintaining harmonious interpersonal relations
- Observance of laws and regulations
- Observance of the business' rules
- Observance of health and safety standards

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Assess the work to be done.

- Correct understanding of instructions
- Correct assessment of the type of tasks involved

B. Plan the work.

- Steps sequenced in logical order
- Appropriate choice of gear and equipment

C. Inspect and maintain the gear and equipment.

- Full inspection of the gear and equipment
- Identification of exact location of problems or of excessive wear
- Appropriate diagnosis
- Appropriate maintenance and repairs

D. Do the work:

- welcome customers;

- Observance of reception standards
- Accuracy of information provided
- Relevance of information provided

- record complaints;

- Complaints recorded accurately and in full
- Appropriate dispatching of complaints

- dispatch communications;

- Full relaying of messages
- Appropriate choice of recipient
- Use of a microcomputer

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

D. Do the work (cont.):

- | | |
|---|--|
| <ul style="list-style-type: none"> • gather data related to samples collected; • record game bagged or fish caught; • balance the cash register and make the deposits; • clean the check station. | <ul style="list-style-type: none"> - Precise collection of data - Thorough inspection of game or fish - Duly completed forms - Exact calculations - Cleanliness of check station - Tidiness of check station |
|---|--|

E. Report on the work done.

- Accurate description of work
- Clear and relevant account of the work done and to be done

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to do the work (A):

1. Use a calculator.
2. Check mathematical operations.
3. Know the principles of radio transmission.

MODULE 13: WILDERNESS SURVIVAL

CODE: 737 132

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply wilderness survival techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In the wilderness:
 - given instructions and learning contexts
 - using materials on hand, forest products and an emergency survival kit
 - in teams of two

GENERAL PERFORMANCE CRITERIA

- Respect for the environment
- Observance of hunting, fishing and trapping regulations
- Constant concern for their own and for others' safety
- Awareness of their own limits
- Sense of observation

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|---|---|
| A. Put together a survival kit. | <ul style="list-style-type: none">- Packing of all of the necessary items- Practical size- Consideration of weight factor- Appropriate choice of materials |
| B. Build an emergency shelter and a heat reflector. | <ul style="list-style-type: none">- Appropriate construction techniques according to the season- Appropriate choice of location |
| C. Light and feed a fire. | <ul style="list-style-type: none">- Appropriate choice of location- Correct feeding- Correct assessment of hazards- Appropriate choice of fuel |
| D. Ensure their subsistence. | <ul style="list-style-type: none">- Appropriate techniques for finding water- Appropriate techniques for finding food- Appropriate rationing |
| E. Signal their presence. | <ul style="list-style-type: none">- Appropriate choice of signals |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to put together a survival kit (A):

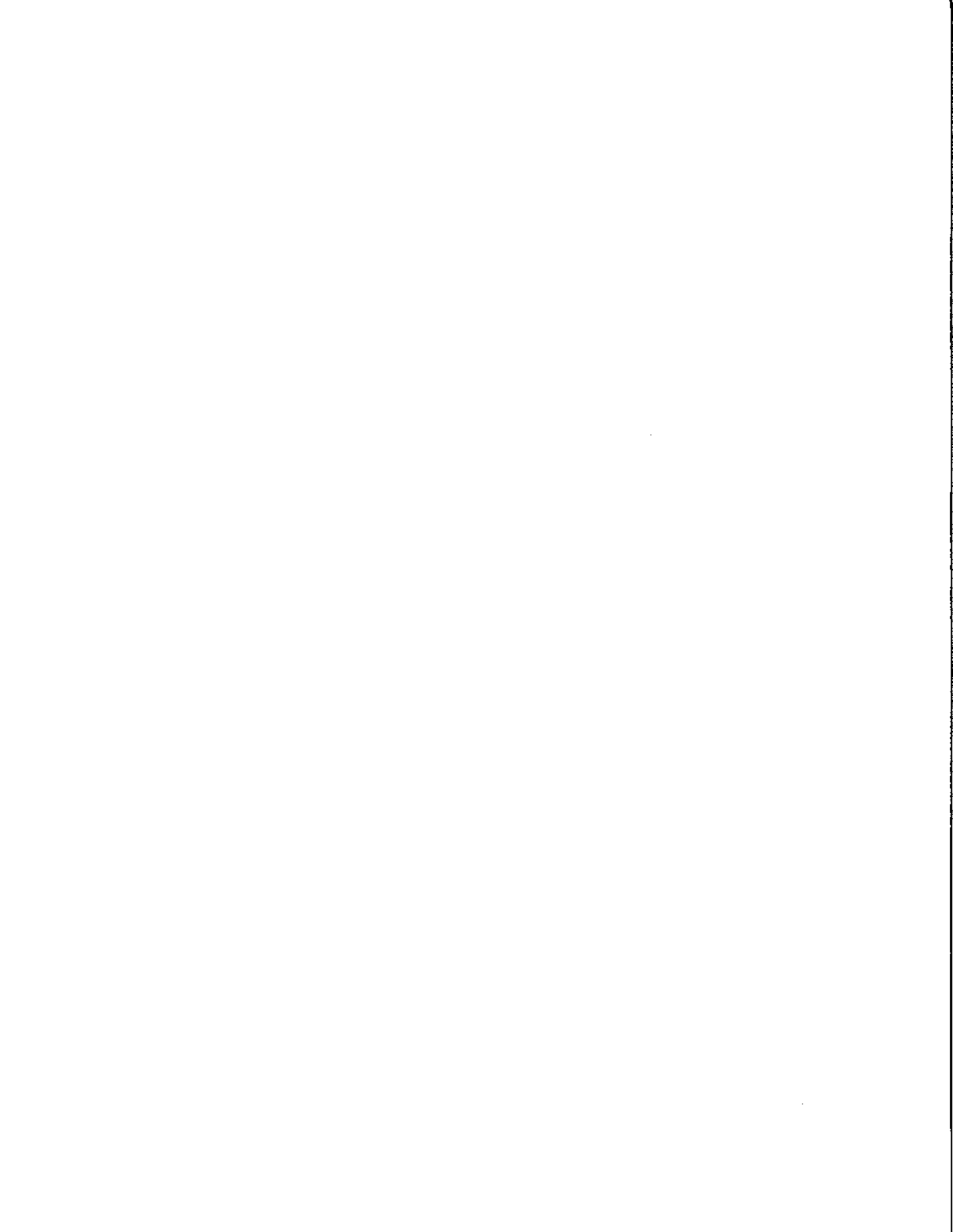
1. Discuss the purpose and relevance of putting together a survival kit.

Before learning how to light and feed a fire (C):

2. Discuss techniques for lighting a fire and how to protect the materials used to light the fire.

Before learning how to signal their presence (E):

3. Discuss what to do if they get lost.



MODULE 14: WILDERNESS NAVIGATION

CODE: 737 144

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **navigate in the wilderness** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given learning contexts
- Using appropriate maps
- Using navigation instruments and equipment
- In the wilderness, on land and on water

GENERAL PERFORMANCE CRITERIA

- Appropriate navigation techniques
- Proper use of navigation instruments
- Methodical approach and attention to detail
- Constant concern for their own and others' safety

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|--|--|
| A. Read a map. | <ul style="list-style-type: none"> - Accurate interpretation of the standard symbols - Use of correct terms |
| B. Determine the latitude and longitude of a point on a map. | <ul style="list-style-type: none"> - Coordinates within a 15-second margin of error |
| C. Read contour lines on a map. | <ul style="list-style-type: none"> - Accurate determination of parameters - Accurate calculations |
| D. Get a bearing and determine the distance to a given cruise line on a map. | <ul style="list-style-type: none"> - Accurate bearing to within 1 degree - Correct reading of map scale |
| E. Measure the distance to a point in the wilderness. | <ul style="list-style-type: none"> - Accurate distance to within 3 percent |
| F. Measure an area. | <ul style="list-style-type: none"> - Boundaries of the area - Accuracy of the estimate according to the instrument used |
| G. Use a map and compass to find their way in the wilderness. | <ul style="list-style-type: none"> - Accurate reading of declination and direction - Accurate location, in the field, of the starting and end points - Correct orientation of compass - Accurate sightings - Observation of given time limits |
| H. Locate a position using the Mercator system. | <ul style="list-style-type: none"> - Accurate notation of position - Accurate location on map - Correct conversion into longitudinal and latitudinal points |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- I. Determine their position based on terrain features.

- J. Determine slopes in the wilderness.

- K. Use a Geographical Positioning System (GPS) compass.

**SPECIFIC PERFORMANCE
CRITERIA**

- Appropriate choice of reference points
- Approximate location of cardinal points

- Accurate estimate of slopes

- Accurate interpretation of measurements
- Correct recording of data

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to get a bearing and determine the distance to a given cruise line on a map (A):

1. Calculate outside and inside angles as well as angles of reflection in a polygon.

MODULE 15: NON-MOTORIZED TRAVEL IN THE WILDERNESS

CODE: 737 152

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **get around in the wilderness using non-motorized modes of travel** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given learning contexts
- Using cross-country skis, snowshoes, a mountain bike, a canoe or a kayak
- Using personal safety equipment

GENERAL PERFORMANCE CRITERIA

- Awareness of personal limits
- Proper use of equipment
- Observance of boating safety rules

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- A. Get around on a mountain bike.
- B. Get around on cross-country skis.
- C. Get around on snowshoes.
- D. Get around using a non-motorized watercraft.

**SPECIFIC PERFORMANCE
CRITERIA**

- Appropriate technique
- Appropriate speed
- Appropriate technique
- Correct execution of technique
- Correct application of wax
- Correct adjustment of harness
- Appropriate weight transfer
- Awareness of limits of the craft
- Appropriate technique
- Correct distribution of weight
- Observance of boating safety rules

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to get around using a non-motorized watercraft (D):

1. Know how to swim.



MODULE 16: CONDUCTING WILDERNESS PATROLS

CODE: 737 165

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **conduct wilderness patrols** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given instructions
- In the wilderness
- Given simulated situations
- Using the necessary gear, equipment and transportation means
- Given relevant documentation

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety standards
- Proper use of gear and equipment
- Use of patrolling techniques
- Regard for customers
- Clear verbal and written communications
- Close attention to detail
- Observance of laws
- Sharp sense of observation
- Appropriate reaction to unforeseen situations
- Initiative, judgment and resourcefulness
- Concern for maintaining harmonious interpersonal relations

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Assess the work to be done.

- Correct understanding of instructions
- Correct assessment of the work to be done

B. Plan the work.

- Exact determination of the main steps
- Correct determination of patrol itinerary
- Appropriate choice of patrol type
- Appropriate choice of gear and equipment

C. Inspect and maintain the gear and equipment.

- Full inspection of gear and equipment
- Observance of maintenance principles and methods
- Identification of exact location of problems and of excessive wear
- Appropriate maintenance and repairs

D. Do the work:

- establish a protection plan;
- inform users;
- process complaints;
- carry out inspections;

- Observance of environmental standards
- Precision of protection plan
- Accurate information
- Correct application of safety rules for the given territory
- Effective assistance to injured or stranded persons
- Correct recording of complaints
- Appropriate response
- Observance of procedure
- Appropriate inspection: users, weapons, and fishing and hunting techniques

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- seize fish, animals and furs;

- destroy vermin;

- search for lost persons.

E. Report on the work done.

**SPECIFIC PERFORMANCE
CRITERIA**

- Appropriateness of operation
- Correct use of powers
- Appropriate upholding of the chain of custody

- Safe and humane destruction of vermin
- Respect for environment

- Appropriate response to emergencies
- Compliance with instructions
- Clear communication of information to the search party
- Correct use of communications system

- Appropriate choice of report type
- Accuracy of report
- Accuracy of daily report
- Clear account of the work done and of that to be done by other resource persons
- Appropriate follow-up

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to assess the work to be done (A):

1. State the attributes and qualities of a wildlife habitat protection and development officer.

Before learning how to do the work (D):

2. Hold a class IV driver's licence.

MODULE 17: CONDUCTING INVESTIGATIONS

CODE: 737 174

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **conduct investigations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given instructions
- In the wilderness
- Using:
 - the necessary investigation materials and equipment
 - the appropriate safety equipment
 - the appropriate reports
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Observance of the Charter of Human Rights and Freedoms
- Proper use of materials and equipment
- Proper use of investigating techniques
- Regard for the persons involved
- Discretion
- Observance of laws
- Close attention to detail
- Ability to pick up signals and read between the lines
- Great accuracy in relating facts
- Appropriate reactions in unforeseen situations
- Initiative, judgment and resourcefulness
- Concern for maintaining harmonious interpersonal relations
- Observance of health and safety standards

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Assess the work to be done.

- Correct understanding of instructions
- Correct assessment of the work to be done

B. Plan the work.

- Exact determination of the main steps
- Correct determination of investigation procedure
- Appropriate choice of gear and equipment

C. Inspect and maintain the gear and equipment.

- Thorough inspection of gear and equipment
- Identification of exact location of problems and of excessive wear
- Appropriate maintenance and appropriate repairs

D. Do the work:

- protect the crime scene;

- draw a sketch of the crime scene;

- Methodical examination of the premises
- Determination of the exact perimeter of the crime scene
- Appropriate protection of evidence
- Proper gathering of evidence

- Appropriate choice of type of sketch
- Proper sketching technique
- Appropriate method for taking measurements
- Accurate measurements
- Appropriate choice of type of photo
- Full labelling of details on the photo

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- interrogate the persons involved;

- prepare a file;

- testify in court;

- E. Report on the work done.

**SPECIFIC PERFORMANCE
CRITERIA**

- Proper identification of the persons
- Appropriate approach
- Relevant questions
- Accurate recording of responses

- Full information
- Logical structuring of information

- Accurate testimony
- Observance of court rules

- Appropriate choice of type of report
- Full and accurate report

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to assess the work to be done (A):

1. Discuss the goals and relevance of the investigation.

Before learning how to report on the work done (E):

2. Use a camera.

MODULE 18: ELEMENTS OF FOREST ECOLOGY

CODE: 737 183

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply elements of forest ecology** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on a learning context
- In the wilderness
- Using:
 - guides, illustrations and identification keys
 - course notes, for specific parts of an evaluation

GENERAL PERFORMANCE CRITERIA

- Use of appropriate terminology
- Proper use of identification keys and guides

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|---|---|
| A. Identify the main plant species found in a wildlife habitat. | - Correct identification |
| B. Associate wildlife species to plant species. | - Appropriate association between wildlife and plant species |
| C. Choose the appropriate species for various types of projects. | - Appropriate choice of plant species |
| D. Anticipate the impact of human land use on a wildlife habitat. | - Specific determination of effects
- Relevance of prognosis |
| E. Identify protected plant species. | - Correct identification |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to identify the main plant species present in a wildlife habitat (A):

1. Know the characteristics of the plant in order to be able to identify it.

Before learning how to anticipate the impact of human land use on a wildlife habitat (D):

2. Know the different types of uses and what they involve.



MODULE 19: ASSISTING WILDLIFE MANAGEMENT SPECIALISTS

CODE: 737 194

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **assist wildlife management specialists** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In teams
- In the wilderness
- Given instructions
- Using:
 - the necessary tools, equipment, gear and documentation
 - maps, plans and navigation instruments
 - personal safety equipment

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety standards
- Concern for maintaining harmonious interpersonal relations
- Observance of instructions (protocol)
- Mastery of techniques and methods
- Flexibility and punctuality
- Observance of boating safety rules

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Assess the work to be done.

- Correct understanding of instructions

B. Plan the work.

- Careful choice of itinerary
- Correct location of site
- Correct identification of species chosen by the specialist
- Careful choice of gear, equipment and tools
- Appropriate choice of transportation means
- Realistic work plan

C. Inspect and maintain the gear and equipment.

- Full inspection of gear and equipment
- Relevant diagnosis
- Observance of maintenance procedures recommended by the manufacturer
- Appropriate repairs

D. Do the work:

- accompany technicians and biologists;
- install the equipment;

- Observance of itinerary
- Accuracy of information provided
- Compliance with standards on inventories, sample collection, and wildlife management projects
- Accurate identification of anatomical parts
- Appropriate preservation method
- Concern for cleanliness

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- transport the fish and the eggs;

- stock bodies of water;

- supervise the project and site;

- E. Report on the work done.

**SPECIFIC PERFORMANCE
CRITERIA**

- Compliance with transportation standards
- Appropriate choice of transportation means

- Specific operations
- Observance of stocking plan

- Compliance with supervision program
- Full inspection of works
- Relevance of improvements

- Accurate information
- Clear account of the work done and to be done
- Duly completed forms

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to do the work (D):

1. Use a stereomicroscope.
2. Use a compound microscope.

MODULE 20: ANIMAL PATHOLOGY

CODE: 737 202

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **detect animal pathologies** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In class or in a laboratory
- Using:
 - illustrations
 - slides
 - preserved specimens
 - notes

GENERAL PERFORMANCE CRITERIA

- Concern for precision when identifying the pathologies
- Use of appropriate terminology

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|--|--------------------------|
| A. Recognize the main parasites. | - Precise identification |
| B. Recognize the symptoms of disease in animals. | - Precise identification |
| C. Recognize the symptoms of disease in humans. | - Precise identification |
| D. Determine the effects of disease in animals. | - Precise identification |

MODULE 21: FISHING, HUNTING AND TRAPPING TECHNIQUES

CODE: 737 215

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use fishing, hunting and trapping techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Individually or in groups
- In class or in the wilderness
- Given instructions
- Using:
 - plans
 - equipment: powercraft, canoe, fishing gear, hunting gear, trapping gear
 - appropriate clothing according to season
 - camping equipment
 - maps and a compass
 - technical documentation
 - personal safety equipment

GENERAL PERFORMANCE CRITERIA

- Observance of health and safety standards
- Observance of laws and regulations
- Concern for maintaining harmonious interpersonal relations
- Use of appropriate terminology
- Regard for customers
- Sense of observation and of responsibility
- Appropriate and safe use of gear and equipment
- Respect for the environment
- Ethical behaviour

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Identify hunting, fishing or trapping site.

- Correct location of site
- Appropriate choice of site

B. Choose the hunting, fishing or trapping technique.

- Appropriate choice of technique

C. Build blinds.

- Safe construction
- Appropriate camouflage
- Solid construction
- Appropriate choice

D. Catch the game.

- Observance of steps involved in catching the game
- Appropriate choice of gear
- Humane and selective catch, if possible
- Regard for others and concern for everyone's safety
- Distinction between legal and illegal techniques

E. Dress the game.

- Proper evisceration
- Appropriate choice of dressing technique
- Observance of hygiene standards
- Satisfaction of customer's wishes
- Neat and appropriate presentation

MODULE 22: GUIDING AND INFORMING CUSTOMERS

CODE: 737 226

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **guide and inform customers** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In the wilderness
- Given a simulated situation and instructions
- Using:
 - hunting, fishing and trapping gear
 - camping equipment
 - navigation instruments
 - transportation means
 - personal safety equipment

GENERAL PERFORMANCE CRITERIA

- Observance of occupational health and safety standards
- Concern for maintaining harmonious interpersonal relations
- Regard for customers
- Use of appropriate terminology
- Good planning and orientation skills
- Level-headedness in unforeseen situations
- Observance of laws and regulations pertaining to wildlife
- Concern for customers' safety

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Assess the work to be done.

- Correct understanding of instructions
- Accurate assessment of type of work required

B. Plan the work.

- Steps sequenced in logical order
- Appropriate choice of gear and equipment
- Correct itinerary
- Satisfaction of customers' wishes

C. Inspect and maintain the gear and equipment.

- Thorough inspection of gear and equipment
- Appropriate repairs
- Appropriate assessment of condition of the gear and equipment
- Observance of standards for fuel mixtures
- Proper use of tools
- Identification of exact location of problems and of excessive wear

D. Do the work:

- guide customers;

- Satisfaction of customers' expectations
- Attentive assistance in hunting, fishing and trapping activities
- Appropriate choice of hunting, fishing and trapping gear
- Proper use of hunting, fishing and trapping techniques
- Consideration of customers' physical condition
- Clarity of instructions given to customers

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (Cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- set up camp;

- prepare and cook the fish and game.

E. Report on the work done.

**SPECIFIC PERFORMANCE
CRITERIA**

- Tidiness and cleanliness of equipment and site
- Constant concern for customers' comfort
- Appropriate choice of site
- Safe installation of equipment

- Correct use of kitchen appliances and cookware
- Cleanliness
- Appropriate cooking methods
- Accurate identification of diseases

- Detailed account of activities
- Clear account of work done and to be done



MODULE 23: JOB SEARCH TECHNIQUES

CODE: 737 231

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

The students will be able to **use job search techniques** by participating in the proposed activities according to the given specifications, learning context, guidelines and criteria.

SPECIFICATIONS

By the end of this module, the students will:

- Find potential employers
- Write a covering letter and a résumé
- Undergo a real or simulated job interview

LEARNING CONTEXT

PHASE 1: Finding Potential Employers

- Identifying and using various sources of information
- Mapping out an action plan
- Drawing up a list of businesses corresponding to their career and personal interests

PHASE 2: Offering Their Services to Potential Employers

- Writing a résumé and a covering letter
- Approaching potential employers
- Following up as warranted

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 3: Preparing for an Interview

- Draw up a list of their strengths and weaknesses for a given job
- Undergo a job interview

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide access to various sources of information on job offers and employers: newspapers, placement centres, databases, etc.
- See that students are planning their job search
- Provide planning tools (action plan, agenda, etc.) and means of communication (résumé, covering letter, telephone protocol, etc.)
- Set up simulated job interviews
- Encourage information-sharing among students

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on various employers
- Express their preferences with respect to jobs in light of their interests

PHASE 2:

- Present their résumé
- Search for a job
- Follow up

PHASE 3:

- Express their strengths during a job interview

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Identify resources and means that will help them in their job search.
2. Show initiative and enthusiasm in their job search.

Before undertaking the activities of Phase 2:

3. Identify the items of information they must provide in a covering letter or a résumé.
4. Describe the steps involved in searching for a job.
5. Show determination and enthusiasm in their job search.

Before undertaking the activities of Phase 3:

6. Discuss the importance of preparing for a job interview.
7. Simulate an interview.
8. Be tactful and polite.
9. Highlight their strengths.



MODULE 24: ENTERING THE WORK FORCE

CODE: 737 248

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

The students will be able to **enter the work force** by participating in the proposed activities according to the given specifications, learning context, guidelines and criteria.

SPECIFICATIONS

By the end of this module, the student will:

- Have found a practicum opening.
- Be familiar with the workplace.
- Be aware of how their perception of the workplace has changed as a result of their practicum.

LEARNING CONTEXT

PHASE 1: Preparing for a Practicum

- Becoming aware of information and procedures related to the practicum.
- Setting criteria to select host businesses.
- Drawing up a list of businesses that will accept student trainees.
- Approaching businesses to find a practicum opening.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: Observing and Performing Job Tasks in the Workplace

- Observing the work situation.
- Participating in or performing job tasks.
- Drafting brief reports summarizing their observations on the work environment and the duties they performed at the establishment.

PHASE 3: Comparing Pre- and Post-Practicum Impressions of the Workplace

- Noting aspects of the occupation that correspond and those that do not correspond to the training they received.
- Discussing the accuracy of their perception of the occupation before and after the practicum.
- Discussing how their experience will influence their choice of a job based on their aptitudes and preferences.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide students with the means of making sound choices regarding where they do their practicums.
- Maintain close ties between the school and the host business.
- Make sure that student trainees observe and perform job tasks
- Make sure that student trainees are supervised by a staff member of the business.
- Make sure that student trainees receive guidance when needed.
- Provide support when difficulties or problems arise.
- Encourage students to share their views and to talk about their practicum, especially when choosing their practicum and when comparing their pre- and post-practicum impressions of the workplace.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE (Cont.)**

PARTICIPATION CRITERIA:

PHASE 1:

- List, in order of preference, three host businesses that meet predetermined selection criteria.
- Meet with a representative of the business in order to apply for a practicum.

PHASE 2:

- Observe the business' rules concerning the job tasks they are allowed to perform as student trainees, work hours and professional ethics.
- Based on their observations, draft a report on at least five aspects of the work environment and on the tasks performed during their practicum.

PHASE 3:

- Discuss their experience in the work environment with other students.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. List the steps in planning their search for a practicum opening.
2. List the attitudes they need to adopt for a creative search for a practicum opening.

Before undertaking the activities of Phase 2:

3. List the points to be noted in writing during the practicum.
4. Describe the behaviour to be adopted in a practicum environment.

Before undertaking the activities of Phase 3:

5. List their aptitudes and preferences.

