

WILDERNESS INSTRUCTOR COURSE
RIVER TRIP
2023



STUDENT MANUAL

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SCHEDULES AND LISTS



COURSE SCHEDULE: WIC 2023

DAY	DATE/ LOCATION	DETAILS
1	July 1 Barn	Welcome to WIC! Group gear check (tents, filters, stoves), personal gear check, food check, med forms, swim test, load truck/trailer Bus Pick Up 8:30AM - Return 4:00PM (Centennial PS)
	July 2 Home	Day Off
2	July 3	Paddling and lessons (route review, lesson on lessons, manual overview, trip safety, enviro ethics) Bus Pick Up 8:30AM - Return 4:00PM (Centennial PS)
3	July 4	Leave for Trip: Bus departs Centennial PS @ 6:00am
4-13	July 5-14	On Trip: Paddle Missinaibi River
14	July 15	Arrive in Moosonee/Moose Factory Clean gear for unpack day
15	July 16	Load train in Moosonee Moosonee Train departs @ 5:00pm Bus departs Cochrane @ 11:00pm
16	July 17	Arrive back to Gould Lake around 10:00am. Students depart GL @ 12:00pm - arriving at CPS 1:00pm.

Please note that the train and bus schedule can vary. It is recommended that parents refer to the Gould Lake website for updates on the end of trip bus arrival times.

WIC CLOTHING LIST

ITEM	USE/TYPE
Peaked ball cap/Sun hat	To provide shade from sun
Toque	For warmth
Buff and/or bandana	For sun protection
Swim suit	We recommend students opt for durable, functional one-piece bathing suits or swim shorts/swim shirt sets.
2 Pairs of quick-dry shorts	Can be used as swim suits
3 T-shirts/tank top	One shirt can be a tank top (all others must have shoulder protection)
Long pants (RAD- rapid-air dry)	NO jeans or jogging pants (not needed if you have wind pants/soft shell to go over long underwear)
1 Long underwear tops & bottoms	Wool or synthetic material
Long sleeve fleece or wool shirt	Must be large enough to fit over long underwear top. No cotton
Rain jacket & pants	Must be reliable & large enough to fit over layers
1 bug jacket	Loose fitting.
1 pair of "Trip" shoes (aka "Wet" shoes)	Must be sturdy, closed toed footwear that have good ankle support. These shoes will be worn during the day (when travelling/portaging); these will get wet. (i.e. running shoes or hiking shoes/boots) Water shoes & sandals are not acceptable "trip" shoes.
1 pair of "In-Camp" shoes (aka Dry" shoes)	These will be worn in & around camp. Breathable shoes or sandals with secure top & heel straps are acceptable. Absolutely NO flip-flops. You must have covered feet when cooking.
4 pairs of wool socks	Wool wicks moisture from your skin and keeps you warm even when it's wet.
4 pairs of underwear	Avoid cotton if possible.

DO NOT BRING: Any alcohol, cigarettes, e-cigarettes (including vaporizers) or any other non-prescribed drugs - you will be sent home and/or evacuated from the course.

DO NOT BRING: Any electronic devices such as cell phones, iPods, etc. These will be confiscated.

DO NOT BRING: Any deodorant, antiperspirant, make-up, shampoos, etc

WIC EQUIPMENT LIST

ITEM	USE/TYPE
PFD- Personal Flotation Device	Canadian approved - proper fit with all buckles & straps in working order. Be sure to check the label!
Sleeping bag	Preferably smallish when packed
4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
Thermarest or insulate pad	Please try to avoid thermarests or pads that do not roll up into a small cylinder
Small dry bags	10L or 20L bags are good. 30L bags do not fit properly into our packs. Total of all bags (including your sleeping bag) should not exceed 30L.
2 (1 Litre) water bottle(s) with Carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic.
Cup, bowl, spoon	Sturdy bowl with lid (i.e. "short" Nalgene containers with screw-top lid)
Pocket knife or multi-tool	No blades great than 4" will be permitted. Knives with a locking blade or fixed blade (with protective sheath) are acceptable.
Lighter &/or matches	Make sure they are in a waterproof bag (i.e. Ziploc)
2 Whistles	1 you wear (secured with a breakaway lanyard) & 1 attached to your PFD
Headlamp or flashlight	With extra batteries
Insect repellent	No aerosols
Camera, watch (with alarm), book, playing cards, etc.	A watch is very useful to have on trip! Camera's help us create slide shows
Glasses and/or contacts	Bring extra pair of glasses/contacts in case of damage. Bring a strap for your glasses (so they don't fall off)
Prescription drugs	Please bring 2 sets of required medications. Students will keep 1 set & staff will keep other set safe in case 1 is lost or spoiled
First Aid supplies	For personal reoccurring injuries/conditions (i.e. athletic tape, Tylenol, yeast infection medication, eye care, etc.)
Your Manual & writing utensil(s)	Make sure manual is kept in a waterproofed bag

Equipment list continues on the next page...

ITEM	USE/TYPE
Nut-Free Trail Food (GORP)	This is your snack for trip. Please ensure all GORP or bars are peanut and tree-nut free.
Juice crystals (optional)	A reasonable amount (No more than enough for ~1L per day)
Money	For meals on bus travel days as well as time spent in Moosonee/Moose Factory. \$20 for a tour and possibly a meal at Moose Factory
Disposable Lunch and dinner (or cash)	For the bus ride to Mattice. Please ensure all meals are peanut and tree nut free.
Tampons or pads (feminine)	Please bring even if you're not expecting your period on trip. Should include the appropriate disposal materials (aluminum foil squares, opaque bag or jar)

Please bring all of your clothing and equipment to barn day 1!

Bring the extra gear you're thinking about bringing too if you want to ask you staff about it. you can always take it home at the end of the day if it doesn't make the cut

We will be checking your gear and packing for trip on day 1 and sending all of our gear in the shuttle truck to Mattice at the end of the day.

If you're missing one or two things at the end of packing day that's ok, you can get them on the "day off" and bring them on trip departure day.

And don't forget to keep out the stuff you plan to wear to trip...

REFERENCE



MISSINAIBI RIVER INFORMATION

Classification: Intermediate (Canoeists must be able to negotiate CII rapids)

Total Distance: 322 km

Vertical Drop: 730'

Days Required: 9-10 days minimum (average 30-35 km/day)

Number of Runnable Rapids: 7 (+ swifts)

Distance of Runs: 13.8

Swifts: 25.3 km

Total Distance Moving Water: 39.1 km

Portages: Easy to difficult

Because of the strong current throughout, it is not uncommon to paddle 40 to 50 km or more a day once you reach Bell's Bay. From here the river follows the summer prevailing wind path allowing the option of sailing. The first 70 kms of this section, up to Bell's Bay, the river is most difficult with 75 % of the rapids requiring technical skills.

Water Levels: River levels can rise dramatically after a heavy rainfall so make sure your gear is brought well up from shore in the evening.

Tidal Currents: Below Kwetabohegan Rapids you will encounter the effect of ocean currents and tide (4-6'). Dangerous undertows exist in the deeper channels, coupled with generally strong current.

Weather: The James Bay area can experience extreme and rapid changes in weather conditions. Long hours of daylight can be expected.

Insects: Black flies and mosquitoes are severe in June and July. Wear light colored clothes and bring a bug jacket and insect repellent.

Hospitals: For emergencies- Cochrane 1-705-272-7200, Moose Factory 1-705-658-4554

Train Service: Ontario Northland trains run every day except Saturday throughout the summer. Departure from Moosonee is 5:00 pm.

Transportation: The bus will leave Centennial PS at 6:00 a.m. to leave for trip. We will travel to Mattice and camp at "Frederick Neegan's Landing" in Missinai-bi provincial park along the trans-Canada highway at the Missinai-bi river. At the end of trip we will leave Moosonee for Cochrane at 5:00 p.m. and then bus to Gould Lake, arriving mid-morning (hopefully) you will be dropped off at Centennial PS around 1:45pm.

LEADERSHIP STYLES

Leadership is more than a set of rules and learned skills. It's an art, one in which your individual personality plays a major role.

Many styles can work. There are as many different styles of leadership as there are leaders.

Make use of your style. The more aware you are of your leadership style, the better you can make use of its advantages, turn possible disadvantages into strengths.

Your leadership style must be you. If your style isn't authentic, group members will quickly sense the confusion and insecurity behind the faking.

Never-ever styles. Inensitive, bullying behavior, no matter what the circumstances, is never an appropriate style.

Flexibility in style. Leadership styles need to be flexible enough to respond effectively to fast changing situations. Read the situation and adjust your degree of control to fit.

FIVE STEPS TO LEADERSHIP

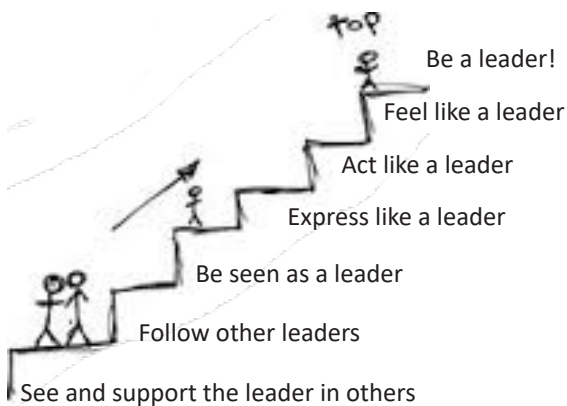
Know yourself

Have vision and passion

Expand your comfort zone

Communicate effectively

Check progress and results



ON RISK

THE COST OF BEING PERFECT...

Most of us were taught to take action in the following way: First, you study and learn. Next you try to make a “perfect plan”. Then you act. The problem is, while we’re trying to be perfect – waiting until we have all the answers and know exactly what to do – opportunities for progress are passing us by. Successful people don’t wait for perfection. That is where the “risk” comes in. It’s also why they have become successful.

CONSIDER THESE IDEAS TO EXPAND YOUR COMFORT ZONE...

- Do things you don’t usually do or haven’t done before
- Repeat an uncomfortable activity
- Make choices
- Make commitments
- Make definite statements
- Act now instead of procrastinating
- Push yourself
- Risk not being perfect
- Find ways to relax
- Use your ability to know when you are not really ready to take a risk

HUMOUR

Humour is a big plus – especially being able and willing to laugh at yourself. Even the best leader will make mistakes. Don’t set yourself up to fall harder by being grim about it. Humour also helps others on your trips know that you’re accessible, and will help you build stronger relationships with your team.

Peter Whittaker

TAO OF LEADERSHIP

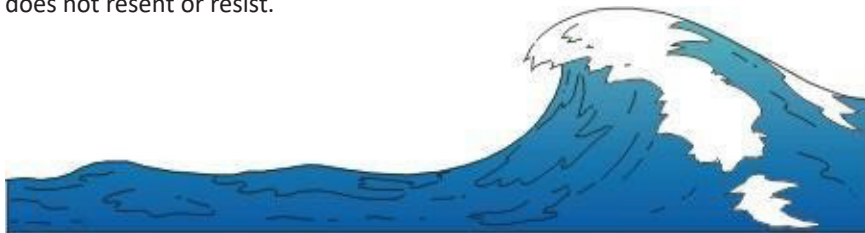
THE WISE LEADER IS LIKE WATER

Consider water: water cleanses and refreshes all creatures without distinction and without judgement; water freely and fearlessly goes deep beneath the surface of things; water is fluid and responsive; water follows the law freely.

Consider the leader: the leader works in any setting without complaint, with any person or issue that comes on the floor; the leader acts so that all will benefit and serves well regardless of the rate of pay; the leader speaks simply and honestly and intervenes in order to shed light and create harmony.

From watching the movements of water, the leader has learned that in action, timing is everything.

Like water, the leader is yielding. Because the leader does not push, the group does not resent or resist.



THE FOUR PHASES OF LEADERSHIP GROWTH

Whether you have or do not have great natural ability for leadership, your development and progress will probably occur according to the following four phases:

PHASE 1 – I DON'T KNOW WHAT I DON'T KNOW

As long as a person doesn't know what they don't know, they don't grow.

PHASE 2 – I KNOW WHAT I DON'T KNOW

"To be conscious that you are ignorant of the facts is a great step to knowledge"
—Benjamin Disraeli

PHASE 3 – I GROW AND I KNOW AND IT STARTS TO SHOW

When you recognize your lack of skill and begin daily discipline of personal growth in leadership, exciting things start to happen.

PHASE 4 – I SIMPLY GO BECAUSE OF WHAT I KNOW

Your ability to lead becomes almost automatic

LEADERSHIP - DEVELOPING JUDGEMENT

Judgment: An informed opinion based on numerous past experiences.

Experience alone doesn't develop judgement: careful reflection on experience does. Learning judgement, assessing priorities, is as important as perfecting techniques; in fact, the teaching of techniques without adequate judgement can be dangerous. Situational judgement is what teaches people to think for themselves. We need to problem-solve with great foresight, not great hindsight. As stress increases, the quality of decisions made decreases. Due to the uncertainty and adversity leaders can become too rigid, too flexible, non-inquisitive or hyperactive. Part of learning good judgement is being knowledgeable about the risk/benefit of a given activity and that it is OK to take risks, but only if the likelihood of a serious accident is very low. Knowing that things can and do go wrong is part of good judgement.

Looking at the probability of occurrence and severity of consequences from an average WIC trip, will help you prepare and make informed decisions about the risks involved on this trip.

MANAGING RISK BASED ON AN AVERAGE WIC TRIP INJURY LIST Risk Rating		
Injury	Probability of Occurrence	Severity of Consequences
Blisters	high	low
Sunburn	average	moderate
Bug bites	high	low
Sprained ankle	average	moderate
Cuts	average	low
Burns - minor	average	low
Dehydration-mild	average	moderate
Hypothermia- mild	average	low
Swim in rapids	average	high
Lightning strike	low	high

Swimming in rapids and lightning strikes have a high severity of consequence, therefore we need to have a closer look at the details of our safety procedures and risk management plan.

This is a list of possible incidents for swimming in rapids and what we are doing to prevent the likelihood of a serious injury.

POSSIBLE INJURY	WHAT WE DO
Head Injury	Helmets are worn at all times Defensive swimming / Judgement
Drowning –not wearing PFD	PFD to be worn at all times Swim test done / defensive swimming
Foot Entrapment	Swim feet up –never walk in moving water, practice swim, defensive swimming
Trapped underwater by equipment	All loose equipment, rope etc is stored properly. Boats are maintained properly each year
Pinned boat	Only do skills you are capable of, training on how to lean into the rock. Staff keep students alert and focused. Knowledge of river morphology. Boat rescue training
Long swim	Only run rapids that do not have the potential for long swims Defensive and offensive swimming
Holes and sweepers	Avoid Have highly qualified staff capable of making good judgement calls Knowledge of river morphology Defensive and offensive swimming
Lightning Strike	Get off water quickly Educate students on lightning strike procedures Stay away from large trees

IN THE ASSIGNMENT SECTION THERE IS A “TRIP INJURY LOG”. KEEP A RECORD OF INJURIES, CLOSE CALLS, ACCIDENTS THAT HAPPENED ON THE RIVER TRIP TO MOOSONEE.

A PRACTICAL CLASS ON LEADERSHIP STYLES

This is a leadership class that creates a safe forum to discuss people's differences. It also legitimizes their differences. It is best done when people know each other.

1. Outline a long continuum line with two ends defined as Water and Wind.

Water (extreme far left side)

I don't often voice strong opinions, particularly if I think it will cause hurt or be a waste of time. I put others before myself pretty consistently. I'm very flexible. You probably don't really know where I stand on issues, or what I think about you, unless you ask directly. It's hard for me to state my own needs.

Wind (extreme far right side)

I state my opinion and take stands easily. People know exactly what I think, feel and want. I'm an open book, and you don't even have to read the words because I tell them to you. I don't have a problem saying "my way or the highway".

2. Without moving from their place in this "water, wind" line, next have people move themselves along a second continuum, defined as:

Up - Cool Cucumber

(how the person feels they are internally)

"I am calm and rational, and I do not get flustered about anything. I even have difficulty getting excited about things most people think are neat and exciting. My emotions are a glassy pond".

Down - Hot tamale

(how the person feels they are internally)

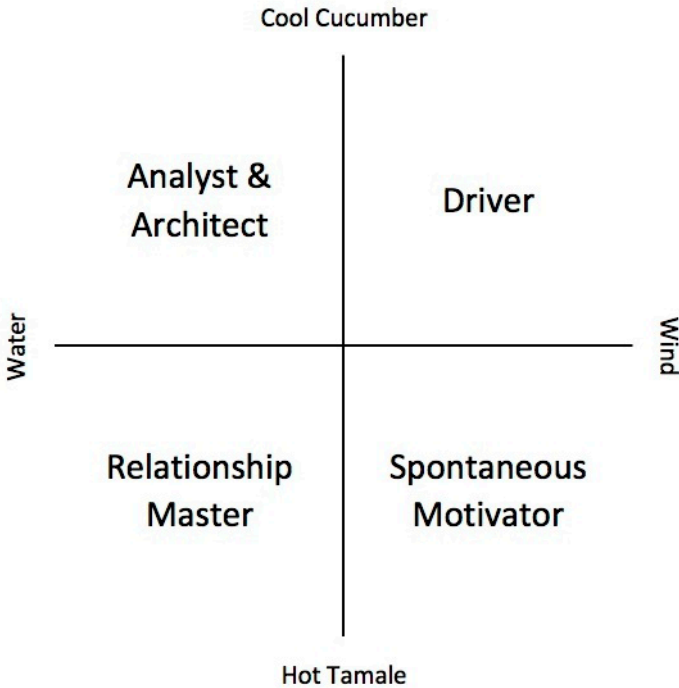
"I tell people how I feel about everything. I am angry about social injustice. I cry at sad movies. My emotions are extremely active - the perfect storm."

3. Talk about leadership strengths, weaknesses and functions of each quadrant.
4. Ask them to go to the quadrant that is the hardest for them to be in and let people talk about this.
5. Ask people if they are willing to get and give some information about how they are being perceived. If the answer is yes, ask those who want to, one at a time, to step out of the "water, wind" line and move people to where they see them on the continuum. Then step back into their last placement in line and have someone else take a turn. After those who want to have taken their turn moving people tell everyone to go stand in the place where the most people placed them.
6. It is important in the exercise to let students know what your dominant style is (or have them place you). This demonstrates that instructors have different style preferences too but may alter functions depending on context and group and their role in the instructor team.
7. If someone is way out in one particular quadrant, it indicates, at least in this situation, they are heavily oriented to one role.
8. Developing yourself as a leader – have people sit down with others in their quadrant and talk about what it is like to lead from their place. Then have them report this back to the larger group.

A PRACTICAL CLASS ON LEADERSHIP STYLES (CONTINUED)

Summary – leaders come from all quadrants. Preferred style is less important than maturity of that style and ability to move around the quadrant as needed. A goal of developing yourself as a leader is to be aware of your comfortable quadrants and less comfortable quadrants.

***Excellent peer leadership is when every member of a group picks up the important functions when they see they are missing, i.e.
“I see what isn’t happening here and I’ll do it”***



ARCHITECTS & ANALYSTS

- Emphasizes meaning and conceptual functions
- Information and opinion seekers, prefer to make decisions based on facts, translates feelings and experiences into ideas.
- Can be slow in making decisions

Some Effects on Group

- They are often the minority but the function is essential.
- They are important in offering other views.
- Too much of this style in a group and the group may not move on much, because the discussion, laissez-faire attitude and analysis allows opportunity to pass.

If a leader has this style, honor their need for information while also requesting them to tell you how they will decide or delegate and when.

DRIVERS

- Emphasizes action and directing functions
- Information and opinion givers, decision making is easy for them, often the keeper of the vision in a group, usually not too shaken by critical feedback
- often will urge “let’s decide” as indecision can drive them crazy, will sometimes decide without input from others, make mistakes when moving too quickly, can come across as too impersonal, have to be careful not to “over lead” if strongly in this quadrant.

Some Effects on Group

- If the group does not have drivers, they must pick up driver functions or they can fail to meet goals.
- Mature drivers are non-reactionary individuals with much ability in the other quads and help ground the group.
- When this style is not mature, there may be too much individuality or structure and turf battles or a lack of member autonomy and collaboration ensue.

If a leader has this style, be as direct as possible. Bring problems and opinions to them as they expect this.

RELATIONSHIP MASTERS

- Emphasizes caring function
- Works well on a team, great at building rapport, consensus, commitment, seeking feedback, display high regard for others wishes, viewpoints and actions
- May not take an unpopular stance if it puts a relationship at risk.
- Can put so much emphasis on relationship that task and decision making fall behind
- Can forget or down play their own needs, to their detriment

Some Effects on Group

- You cannot have too much caring and respect as part of your capacity.
- As a leader, it is powerful when combined with other quadrant functions.
- The group may avoid conflict to the extent that there is lack of depth in genuine connection and innovation.
- The group may not take enough risks or make enough decisions to move forward significantly.

If a leader has this style, you may need to ask them to be more specific in outlining their expectations. Encourage critical feedback from them and tell them when you want to know what they think and want.

SPONTANEOUS MOTIVATORS

- Emphasizes emotional stimulation function
- Often voice their ideas and supply passion to follow those ideas; energizers, great at motivating people as they possess a sense of mission or vision
- Can be emotionally bound to their ideas; objectivity can be their biggest challenge.

Some Effects on Group

- Spontaneous motivators are often light bulbs.
- Groups need this function to sparkle. A group without this style may be functional, but somewhat lackluster.
- Interestingly many charismatic leaders and cult leaders come from this quadrant.

If a leader has this style, know your own stance/position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.

ACTIVITIES/TOOLS/TECHNIQUES FOR LEADERS

BRAINSTORMING

Used to maximize options (rules: choose a facilitator, set a specific time frame, have a recorder, only share your ideas if you are willing to let go of them, work for quantity not quality - quality comes after brainstorming, do not criticize any of the ideas-to be effective the attitude that anything is possible is important.

CAROUSEL

Arrange participants into groups, rotate them around, and have them respond to a series of questions or issues. On a sheet of paper write one key question or issue that you want to carousel, provide a different colour marker for each group, have a recorder for each group, participants make their way around the carousel. Introduce each chart and explain the issue, as they work around to the different charts they can annotate the previous group's comments and add own. Good activity when people have prior knowledge about the topic.

CHALLENGES

Experiences that progress with increasing authenticity, complexity, and uncertainty, requiring an increasing variety of resources and degrees of student self-direction to accomplish.

CHECK-IN

Take the pulse of the group, go around to all group members.

Anything that is going on in their lives outside of the immediate learning environment that might affect their roles as learners on that day.

Any observations about what they have learned or experienced that has had an impact on their learning.

Note- everyone is invited to participate, but choice to pass is respected, be prepared for emotional things to come up, as an instructor be aware of your comfort level and refer to the appropriate person who can help if necessary.

CHUNKING

A technique for getting and keeping information in short term memory. A very important technique that eliminates misunderstanding and prevents a group from going in the wrong direction with the challenge or task.



DEBRIEF

Reflection by group members of what has happened at the end of an experience in order to gain a common understanding and relate the significance of what happened as well as effects the experience might have for the future. Debriefing is helpful for learners to develop higher-level thinking skills and to apply them.

A debrief can be as simple as discussion about the positive, negative and interesting events that happened (PMI) and then developing a plan to apply the learning from this situation to future situations if possible.

FEEDBACK

Reflective dialogue between or among group members regarding their growth toward specific criteria.

Huddle feedback: we find huddle feedback much more effective than large group feedback because it encourages more participation.

Peer feedback: learners give each other feedback

End of the day feedback: an opportunity for learners to let the teacher know how things are going. (Common questions are: what are you feeling good about? What are you concerned about? What can I do to help?)

FULL VALUE CONTRACT

A social understanding that helps to create a safe place for individuals to be productive members of a group. It provides a structure for expectations of behavior that allows group members to hold each other accountable. Full value contracts cannot be delivered top down from the instructor. Ownership by the learners requires that they create it, however that does not mean that the teacher doesn't have input and may even require that certain elements be included. The contract must be living and referred to on a regular basis and modified.

THUMB TOOL

A consensus-building tool that allows each person to share his or her position on an issue. There are three ways to vote: thumb up means you support the decision, horizontal thumb means that you support the decision but have reservations or do not have strong feelings either way, thumb down means you cannot accept the decision, the person must explain why and provide an option. For an issue to be approved all thumbs must be up or horizontal.



CONFLICT

Conflict is: Important differences existing between two people or groups of people which, should they persist and remain unresolved, serve to keep the parties apart in some way.

A way to manage and deal with conflict: **VOEMP**

Ventilation, Ownership, EMpathy, Planning

HOW TO “VOEMP” CONFLICTS		
STAGE	GUIDELINES	TRAPS
<p>Ventilation</p> <p>Airing feelings and thoughts.</p>	<p>Be candid, paraphrase, expect to hear a different version than yours.</p>	<p>Sarcasm, not accepting the others point of view, avoiding expressing what is going on for you</p>
<p>Ownership</p> <p>Saying what you do that contributes to the conflict.</p>	<p>Own what you believe you actually did or said.</p>	<p>Still needing to vent more, believing in your total innocence.</p>
<p>EMpathy</p> <p>Imagine what it’s like to walk in the other person’s shoes</p>	<p>Set your own experience aside for a moment and try to imagine why they reacted to you as they did.</p>	<p>Trying to move to this stage before ventilation is finished so that residue is left for future conflicts.</p>
<p>Planning</p> <p>This is when you talk about how things will be different.</p>	<p>Make sure to do this stage. Say very clearly what you want. Negotiate, be honest. Plan together and problem solve.</p>	<p>Not saying what you are committed to doing differently.</p>

You may have to jump back to “V”, “O” and “EM” as needed before going on to “P”.

Don’t skip “P” and be sure to be realistic about what you are willing to do.

RESOLVING CONFLICT

REMEMBER...

- You're in charge of how you respond, no matter what the provocation.
- Be aware of pre-formed judgments
- Understand that the real issues driving any conflict are rarely the obvious ones.
- The key to success in dealing with conflict is to build trust.
- If you sense there are difficult people, go out of your way early to open dialogue and take actions to build trust.
- If conflict starts, take advantage of whatever trust you've built to calmly and carefully look for easy fixes. But don't shove important issues under the rug to avoid a conflict.
- If easy fixes aren't possible, make sure both sides know what they're fighting about.
- Begin exploring for common ground, then build on it.
- Create a vision of success.

WHAT TO DO...

- Use "I" messages
- Have eye contact
- State problems in calm voices
- Listen to what the other is saying
- Be willing to compromise
- Find a good time and place to talk
- Be willing to say you are sorry if you need to
- Walk away from violent or dangerous situations
- Be willing to try out the solution and start over if it does not work

LEADERSHIP AND DECISION-MAKING STYLES

LEADER DECIDES	
Directive	Consultative
Decide and tell	Decide after consultation and/or recommendations
<p>STYLE # 1 Decide unilaterally and announce your decision</p> <p>Ask for paraphrase to make sure you have been clear and people know what is expected of them</p>	<p>STYLE # 2 Almost decide, but get reactions from your group prior to your final decision</p> <p>STYLE # 3 Solicit ideas and recommendations, then decide</p>

GROUP DECIDES	
Group Decision	Delegate Decision
Followers share in the decision	Delegate the decision, with clear parameters
<p>STYLE # 4 Vote. After setting parameters, leader gives up veto power. Decide if the decision must get a majority or a unanimous vote</p> <p>STYLE # 5 Consensus; there is general agreement after discussion. Everyone “can live with it</p>	<p>STYLE # 6 Delegate the decision. Be clear about parameters of freedom and when or if you will intercede.</p> <p>Ask for paraphrase to make sure you have been clear</p>

Know that all styles are effective in different situations.

Work towards maximum involvement when possible

One important aspect of leadership is for the leader to be clear with their group which decision making style he or

she is using and whether the group is influencing or making the decision.

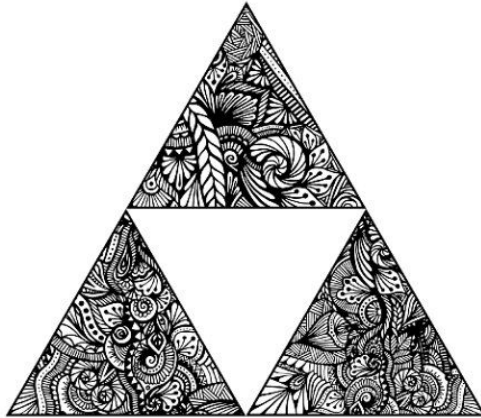
COPING WITH CRISIS

The Crisis Management Triangle

BY JAMES RAFFAN

There are 3 distinct areas of concern in coping with wilderness crises.

KNOWLEDGE AND SKILL



**CRISIS MANAGEMENT
PLANNING ABILITY**

**PREVENTIVE
AWARENESS**

KNOWLEDGE AND SKILL

Through courses and books

PREVENTIVE AWARENESS

Recognizing dangerous situations and prevent crises before they get a chance to develop

CRISIS MANAGEMENT PLANNING ABILITY

What should happen when a crisis does arise?

- Search plan
- Rescue plan
- First Aid plan
- Evacuation plan
- Follow up plan

LEADERSHIP SKILLS & DECISION-MAKING PROCESS

USE THIS AS A REFERENCE TO FILL OUT THE DECISION MAKING TABLE FOR THE
“DECISION AT HIGH MOUNTAIN” ASSIGNMENT

RECOGNIZE THE CONTEXT

- Temperature, altitude, and topography
- Age, gender mix, and background of the group
- Relationships among group members
- Objectives of the individuals, group

IDENTIFY AND DEFINE THE PROBLEM

- “A problem well stated is half solved”
- Failure to define the problem frequently leads to a wrong solution.
- Sometimes it is helpful to write your more complex problems down.
- Sometimes we define a problem too late for an easy solution

CLARIFY AND ANALYZE THE PROBLEM

- “To chop a tree quickly, spend twice the time sharpening the axe” or “measure twice, cut once” , the essence of both quotes is that, by taking the time to analyze the situation, you will more often than not have a better result.
- Gather facts: route, clothing, weather, equipment, emergency information left.
- Recognize constraints, what are the limitations involved?
- Availability of food, weather, time, experience & expertise of group members
- Understand values: resist peer pressure, “what is right is not always popular and what is popular is not always right”.
- Consider group dynamics: individual morale and the ability of the group to function effectively as a unit

GENERATE OPTIONS

- Formulate options by using brainstorming to maximize your chances of generating as many solutions as possible.
- The goal is to consider a variety of possible solutions

Brainstorming: is used to maximize the chances of generating as many solutions as possible; this step requires creativity and provides an opportunity to “think outside the box”; it encourages a sense of participation “ownership” of the final decision.

Brainstorming Rules: one person should play the role of a facilitator; set a specific time frame; assign a recorder; only share your ideas if you are willing to let go of them; work for quantity, not quality; do not criticize any of the ideas; encourage the “piggybacking” of ideas, what some may think are crazy ideas frequently help trigger good ideas.

Criteria for measuring success: is everyone safe? Is there minimum impact on the environment? Are people able to remain relatively comfortable?

Distillation: comes after brainstorming, it is the narrowing down of options.

One useful tool to accomplish this is the PMI (plus, minus, interesting). The PMI can be very helpful in providing a relatively objective analysis of each option.

Contingencies: plan alternates to each option “what ifs”

MAKE A DECISION

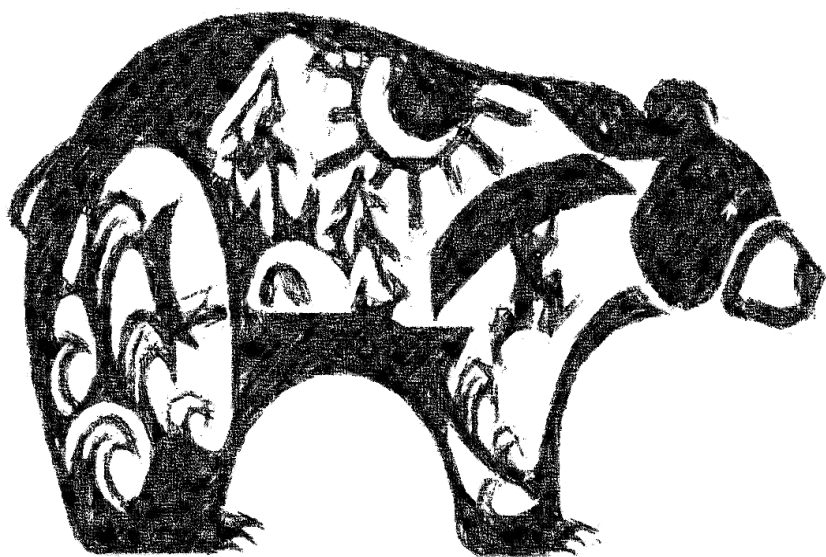
- Select a specific option, making a decision means accepting responsibility for your choice. You need to make the best decision possible given your resources.
- Implement the decision.
- Considerations for effective implementation include:
- Communication: everyone must understand at all times what is to be done and why it is to be done.
- Delegation: everyone involved should have specific tasks for which they are personally responsible.
- Monitoring: the leader needs to constantly monitor conditions and adjust his or her actions to the evolving situation.

ASSESS THE RESULTS

- Participants reflect on what has been learned from the decision-making experience.

USE THIS AS A REFERENCE TO FILL OUT THE DECISION MAKING TABLE FOR THE
“DECISION AT HIGH MOUNTAIN” ASSIGNMENT

ASSIGNMENTS



WIC ASSIGNMENTS SCHEDULE

PRE-TRIP STUFF.....

- Menu Plan
- Tentative Route
- Float Plan
- Lesson Plan

DAILY ENTRIES STUFF.....

- Trip Journal
- Trip Log
- Group graph
- Group roles
- Trip Injury Log

DUE BEGINNING TO MID OF TRIP STUFF....

- Leadership styles
- Leadership traits
- Leadership situational
- Full value contract and goal setting
- Cook-mate feedback
- Lesson plan – revised version if needed

DUE MID TO END OF TRIP STUFF....

- Leadership skills assessment
- TCP
- Decision making
- Cook-mate feedback
- Course/instructor evaluation
- Cumulative assignments

WIC TRIP-MENU PLAN (TRIP PLANNING)

BREAKFAST	LUNCH	DINNER
BREAKFAST	LUNCH	DINNER
BREAKFAST	LUNCH	DINNA
BREAKFAST	ELEVENIES	S'UP SUP?
BREAKFAST	LUNCHEON	DIN-DINS
BREAKFAST	MIDDAY MUNCH	DINNER

MORNING MEAL	LUNCH	DINNER
BREAKFAST	LUNJA	DINNER
BRICFEASTA	LUNCH	SUPPER
BREAKFAST	ELEVENIES	S'UP SUP?
BRAKFIRST	LUNCHEON	DIN-DINS
BREAKFAST	MIDDAY MUNCH	DINNER

WIC TENTATIVE ROUTE – (TRIP PLANNING)

DAY	PADDLE FROM - TO	PROBLEM AREAS	CAMPSITE
1	Bus- Kingston to Mattice	Northbay, Cochrane, Mattice, any stops	FredNeegan's landing
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

FLOAT PLAN

PROGRAM	SESSION	TRIP DATES
STAFF NAMES	ROUTE INFORMATION	
	Drop-off:	
	Pickup:	Time:
	DAY	DATE
	CAMPSITE	
LOGISTICAL INFORMATION		
STAFF CELL #S:	TWIN TRIP STAFF:	
SAT PHONE #:		
CANOES (#, COLOUR):		
TENTS (#, COLOUR):		
COMMUNICATION PLAN:		
	TWIN CELL #S:	
	SAT #:	

MOOSONEE PREDICTED TIDES 2023

Hourly Predictions (m)

Event Date	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23
2023-07-10		1.6	1.5	1.3	1.1	1	1.1	1.5	2	2.2	2.1	1.9	1.7	1.4	1.3	1.1	1	0.9	0.9	1.3	1.8	2.2	2.3	2.2
2023-07-11	2	1.8	1.6	1.4	1.2	1.1	1	1.2	1.6	2	2.2	2.1	1.9	1.7	1.5	1.3	1.1	0.9	0.8	0.9	1.3	1.7	2.1	2.2
2023-07-12	2.1	1.9	1.8	1.6	1.4	1.2	1	1	1.2	1.5	1.9	2.1	2.1	1.9	1.7	1.5	1.2	1	0.9	0.8	1	1.3	1.7	2
2023-07-13	2.1	2.1	2	1.8	1.6	1.3	1.1	1	1	1.1	1.4	1.8	2	2	1.9	1.7	1.5	1.2	1	0.9	0.9	1	1.3	1.7
2023-07-14	2	2.1	2.1	2	1.8	1.6	1.3	1.1	1	0.9	1	1.3	1.7	1.9	2	1.9	1.7	1.5	1.2	1	0.9	0.9	1.1	1.3
2023-07-15	1.7	2	2.2	2.2	2	1.8	1.5	1.3	1.1	0.9	0.8	0.9	1.2	1.6	1.9	2	1.9	1.7	1.4	1.2	1.1	1	1	1.1
2023-07-16	1.4	1.7	2.1	2.3	2.2	2	1.8	1.5	1.2	1	0.8	0.7	0.8	1.2	1.6	1.9	2	1.9	1.7	1.5	1.3	1.1	1.1	1.1
2023-07-17	1.2																							

TCP INFORMATION

As a “Leader of the Day” you will be asked to complete a Time Control Plan (TCP). This is a tool that is used by any responsible wilderness leader and should be completed before leaving your campsite in the morning (the night before is even better!). And in case you were wondering, yes, your instructors do something similar to this every night on trip.

So WHAT IS A TCP?

Simply put, a TCP is a leader’s way of figuring out where you’re going, how to get there, and how long it should take. It gives you an opportunity to look very closely at your route for the day, and can give you a sense of what the day will be like. Why do you think it might be important to know if you have a short day or a long day ahead of you? How could this affect the way you lead your group?

Take a look at one of the Time Control Plans on the following pages. You’ll immediately notice that the TCP is slightly different depending on what sort of trip it’s for. Read through them to get a sense of how you can plan a day of trip and use the plan to monitor your progress.

FILLING OUT YOUR TCP

Most of the boxes are self-explanatory and don’t require much clarification. The final section, called ‘Scheduling’, is where there is sometimes a little confusion. Hopefully this helps:

- Estimated time of departure – By this point you have a sense of whether this will be a shorter or longer day and can make an appropriate decision as to what time your group should be on its way in the morning.
- Checkpoints – These are points between your start and end point where you can check your progress. If you were expecting to arrive at Checkpoint 1 by 11:00 am, and don’t get there until 1:30 pm, you’ll know you’re a little behind what you’ve planned.
- Estimated arrival time at final location – This allows you to predict what time you’ll get to your campsite. If you’re late getting to a checkpoint, you know that you’ll probably also be late getting to your final destination.

WHY IS THIS PART OF OUR COURSE?

This is just another step in your development as a wilderness leader. Being able to look at your route on a map is one thing – being able to transfer that into a reasonable prediction of how long each part of the day will take is much more challenging – but ultimately more important!

ACCURACY

We often don’t end up arriving at our final destination when we predicted in our TCPs. There are several reasons this may occur (weather, naps, swim breaks, injuries, navigational errors, etc.). You will not be assessed for how closely the group sticks to the schedule you’ve planned – rather, we want to see that you’re able to analyze the day and make a reasonable forecast of how long it will take. If we decide to take a swim break, or go on an unplanned hike that takes a couple of extra hours, that’s fine!

MOVING WATER CANOEING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

Total distance to be paddled	km
Estimated traveling speed of canoes <i>(An average paddling speed is about 4 km/h. You can adjust this for <u>your</u> group and predicted weather conditions.)</i>	km/h
Total estimated paddling time	hours

SCOUTING

Total sections to be scouted	
Total estimated scouting time	hours

PORTAGING

Total distance to be portaged	km
<i>Estimated portaging speed (Including loading, unloading, taking multiple trips, 1 km/h is an average portaging speed for a group. You can adjust this for <u>your</u> group.)</i>	km/h
Total estimated portaging time	hours

BREAKS

Estimated time for breaks (water, snacks, map checks, rests, washroom)	
Estimated time for lunch	
Total estimated break time	hours

TOTAL TRAVEL TIME

Paddling Time + Scouting Time + Portage Time + Break Time	hours
---	--------------

SCHEDULING

Estimated time of departure:	
Checkpoint 1	Location:
	ETA:
Checkpoint 2	Location:
	ETA:
Est. time arriving at destination:	

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

**REFLECT ON THE TIMELINE OF THE DAY.
HOW DID IT DIFFER FROM TCP?**

MOVING WATER CANOEING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

Total distance to be paddled	km
Estimated traveling speed of canoes <i>(An average paddling speed is about 4 km/h. You can adjust this for <u>your</u> group and predicted weather conditions.)</i>	km/h
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Estimated time for breaks (water, snacks, map checks, rests, washroom)	
Estimated time for lunch	
Total estimated break time	hours

TOTAL TRAVEL TIME

Paddling Time + Scouting Time + Portage Time + Break Time	hours
---	-------

SCHEDULING

Estimated time of departure:	
Checkpoint 1	Location:
	ETA:
Checkpoint 2	Location:
	ETA:
Est. time arriving at destination:	

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

**REFLECT ON THE TIMELINE OF THE DAY.
HOW DID IT DIFFER FROM TCP?**

WIC STUDENT TRIP LOG/ROUTE REVIEW

COURSE:	LOCATION:	NAME:
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DATE	TIME ON/OFF	CAMPSITE RATING (1 - 10)	DISTANCE TRAVELED	RAPIDS RAN & DISTANCE PORTAGED	WEATHER / EVENTS / DIFFICULTY / CAMPSITE DETAILS
July _____ Day 1					

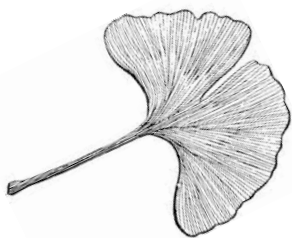
WIC STUDENT TRIP LOG/ROUTE REVIEW

DATE	TIME ON/OFF	CAMPSITE RATING (1 - 10)	DISTANCE TRAVELED	RAPIDS RAN & DISTANCE PORTAGED	WEATHER / EVENTS / DIFFICULTY / CAMPSITE DETAILS

WIC STUDENT TRIP LOG/ROUTE REVIEW

DATE	TIME ON/OFF	CAMPSITE RATING (1 - 10)	DISTANCE TRAVELED	RAPIDS RAN & DISTANCE PORTAGED	WEATHER / EVENTS / DIFFICULTY / CAMPSITE DETAILS

TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



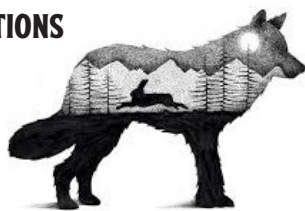
TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



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TRIP JOURNAL REFLECTIONS



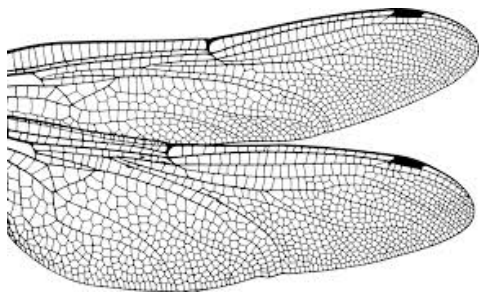
TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



LEADERSHIP STYLES – ASSIGNMENT

**“THERE ARE AS MANY DIFFERENT STYLES OF LEADERSHIP
AS THERE ARE LEADERS”**

After you have completed your leader of the day experience, put some time and thought into completing the following questions.

Look at some leaders who have influenced you. What makes them successful?

In what situations do I shy away from taking leadership?

What do I really care about when I am leading a group?

LEADERSHIP STYLES ASSIGNMENT (TRAITS)....

1. Name someone who you think is/was a great leader.
(Great in the sense that you would like to be like them)

2. Brainstorm a list of traits of great leaders.

3. Identify 2 or 3 of these traits that you think you already have or are good at.

4. Identify 2 traits that you would like to work towards

LEADER FOR THE DAY CHECKLIST

- ✓ Get organized the evening before you are scheduled to be a trip leader.
Meet with the previous LODs
- ✓ Get everyone up in the morning
- ✓ Decide on a departure time for the morning
- ✓ Let the group know the plans of the day before the group leaves for the day.
Regroup often throughout the day.
- ✓ Look at a map with an instructor about the route.
- ✓ Decide on the traveling organization of the group. Most often the leader for the day will be the lead canoe, unless otherwise decided upon due to safety circumstances.
- ✓ Make sure there is safe spacing between the canoes during the day
- ✓ Make sure the pace of the canoeing group is suitable for everyone.
- ✓ Decide on body breaks. (snacks, lunch, washroom etc)
- ✓ Check often and be aware of the wellbeing of the group
- ✓ Decide on a suitable campsite location
- ✓ Stick to a time frame
- ✓ Make sure all equipment is put away and secure in the evening
- ✓ Come up with a debrief
- ✓ Pick a food clump location and set it up
- ✓ **Have fun and be positive!!**

LEADERSHIP SKILLS ASSESSMENT

Rate (level 1-4) and comment on how successful you were after your 1st LOD day. In the comment box state what your strategies were and ways to improve another time.

SKILL QUESTIONS?	LEVEL	COMMENTS
How organized were you the evening before?		
How did you get everyone up in the morning?		
How did you decide on departure time for morning?		
How did you inform the group of the plans for the day?		
Did you plan the route with staff?		
How did you decide on the traveling organization of the group? Where did you place yourself in the group?		
Did you maintain safe spacing between the canoes?		
Was the pace of travel suitable for everyone?		
How and where did you decide on pee breaks, snacks, lunch?		
How often did you check the well-being of the group?		
Were you able to stick to a time frame?		
How and where did you decide on a campsite ?		
Did you make sure all equipment was away in the evening?		

DECISION AT HIGH MOUNTAIN

(Decision Making Assignment)

Early on the morning of Saturday, November 29th, Bob, Sue, and Mark headed into the High Wilderness Area of New York State's Adirondack Mountains on their third backpacking trip together. The weather was crisp and cool, with daytime high of minus two Celsius and the thermometer dipping to minus 10 at night. There were 5 cm of snow on the ground, with a possibility of additional accumulation over the weekend.

Bob and Sue, twenty-one and twenty-two respectively, were well dressed for the outing in wool pants and shirts, and they wore rubberized, insulated winter hiking boots. Both had well equipped and good quality, synthetic, insulated sleeping bags and insulated sleeping pads. Mark was not so well prepared, however. Although none of the hikers were highly experienced, Mark was eighteen, had only been backpacking on two previous occasions, and was not yet ready to spend the money necessary for the proper gear. Sitting in Bob's suburban New Jersey home, Sue and Bob had pleaded with Mark to outfit himself properly. When they met early Saturday morning, Mark appeared decked in blue jeans, cotton thermal long johns, a hooded cotton sweatshirt, cotton tube socks, and leather work boots. He carried his gear in a borrowed, ill-fitted backpack and intended to sleep in a goose-down sleeping bag on an air mattress. The group would sleep together in Sue's three-person mountain tent.

Although the three had to be back at work early Monday, it was the last thing on their minds as they sped along the interstate highway on their six-hour drive. Bob casually shared with Sue that he forgot to tell his parents exactly where he was going, and Sue admitted she hadn't told her parents either. Mark spoke up, saying, "Don't worry! I told my parents we were going backpacking in the Adirondacks and, not to worry, we'd be back by 11:00 P.M. Sunday." The discussion turned to Mark's reluctance to acquire the proper clothing and equipment, creating a level of tension in the group that would last the weekend. The discussion ended as Bob pulled into the Complete Backpacker store to buy some new batteries for his flashlight before they reached the nearby trailhead.

The three hiked up the Lake Clear Trail Saturday afternoon with the intention of staying overnight at the lake and returning to their car the next day. Although the trail to the lake was more than 6.4 km long, the terrain was relatively easy, and the three friends reached their destination by early afternoon. After setting up camp and eating dinner, the three settled into their tent for a well-deserved rest. As the night sky darkened and the thermometer dipped, a gentle snow began to fall.

Bob was the first to awaken on Sunday morning to a trackless, white world covered by the accumulation of the previous evening's flurries. Finally emerging from their respective cocoons at about 8:30 A.M., the campers set to the task of preparing a hot breakfast of oatmeal and hot chocolate. Afterward, the three stayed in their sleeping bags, enjoying the warmth and friendly conversation. Around noon, they decided to have a hot lunch before heading back to their car. Much to their dismay, they found their otherwise dependable backpacking stove would only produce a very weak, short lived flame. Finally, despairing of any progress, they gave up on the stove and munched on available prepackaged granola bars and gulped down some nearly frozen water

By 1:30 P.M., all three were packed and ready to head back on the trail home. Talking excitedly about the beauty of the newly fallen snow and without paying any great heed to a few trail markers on the trees, the party moved out in what they thought was the direction from which they had come. After thirty minutes on the trail, Bob remarked how different everything looked from the day before. Sue mentioned that they should be more attentive to the trail markers since they no longer had the footprints of earlier hikers to follow as they had the previous day. Mark said that he couldn't remember the last time he had seen a trail marker. Within another fifteen minutes, it became obvious to each of them that they were not on a trail and not exactly sure of their location. Since Bob had the only map and compass in the group, he tried to figure out where they were. Though he had some elementary training in orienteering, it soon was obvious that his skills were not equal to the task at hand. Figuring that the trail had to be close by, they decided to spread out and look for markers. Within a few minutes, they discovered a marker of the appropriate color and headed down the trail with renewed confidence.

The three continued to hike for another forty-five minutes when Bob remarked that he could see a trail sign in the distance. Hustling over to the sign, to their great chagrin they read:

TRAILHEAD VIA HIGH PASS TRAIL 5.8 KM

TRAILHEAD VIA LAKE CLEAR TRAIL 11.2 KM

LAKE CLEAR LEAN-TO 4.7 KM

Their hearts sank as they realized they had been walking in the wrong direction all this time. Now, at 3:30 P.M. on Sunday afternoon, with darkness only an hour away, they faced a decision. High Pass Trail was a direct route to the car, but a quick glance at the map revealed it involved a 150 metre gain in elevation. Returning to the trailhead by route they had just traveled would take them past Lake Clear Lean-to on a familiar trail, but it would mean nearly 5.6 more kilometres of trail.

WHAT SHOULD THEY DO?

Draw a map and make some notes if that helps...

DECISION MAKING TABLE
FILL OUT THE FOLLOWING CHART AFTER READING THE DECISION MAKING SCENARIO.

Options	Plus (+)	Negative (-)	Interesting (?)
Decision: Please explain your reasoning			

STAGES OF GROUP DEVELOPMENT

A group may go through the stages quickly, slowly or both, revert (in crises) or recycle. The stages of group development can help with scheduling of specific tasks and for intensity decisions. For example, tasks that require a high degree of initiative and responsibility are better handled at the Norming Stage. Tasks that must be watched closely through narrow parameters are better for the Forming and Storming Stages.

FORMING

- Group members ask questions
- Individuals are finding their role in the group and in the group's leadership
- A testing process
- Confusion, anxiety, willingness to please
- Group can stall at this stage

Leader Role – empower members to assist the group in establishing guidelines; ask open ended questions to include all group members; need to establish trust

STORMING

- Members express their opinions
- Start to establish expectations
- A control stage: each person is exploring their power base and testing the leaders' limits
- Arguments, misgivings, proposals, increasing frustration
- Getting to know the group members

Leader Role – leader role cannot be avoided; remain objective; clarify nature of conflict; call upon group members and their skills to help resolve conflicts; use negotiations and conflict resolution skills; acknowledge achievement

NORMING

- Group begins to establish procedures for handling decisions and conflicts
- Group needs support and interest of all members
- Members respect each other

Leader Role – need to have effective communication techniques, especially listening; continue activities that create trust and empower group members; allow group to grow in its capacity to handle problems with creativity and effectiveness

PERFORMING

- Have learned to be a group and have worked out relationships. Group has aligned itself to producing results
- Groups rarely reach this stage
- Rapport and closeness exist, as well as positive respect
- Self – regulating

Leader Role – requires constant fine tuning or the group may revert to earlier stages; be vigilant (pay attention)

TRANSFORMING

- What must we do when the group has accomplished its goals and run out of time: must redefine (start again) or disengage
- Ending the group or the experience
- Mourning and celebration

Leader Role – make it a learning opportunity (what you liked, didn't like, review accomplishments, things to improve); offer opportunity to resolve unfinished business between individuals; allow expression of feelings

GROUP DEVELOPMENT

After reading the stages of group development give 2 examples, one from the first half of WIC, and one from the second half, where you were involved in a situation where you believe the group was clearly in each of these stages.

	Forming	Storming	Norming	Performing	Transforming
First half of WIC					
Second half of WIC					

GROUP ROLES (GROUP DEVELOPMENT)

Group members tend to take on roles to achieve or impede group goals. Individuals can be given feedback based on the roles they portray.

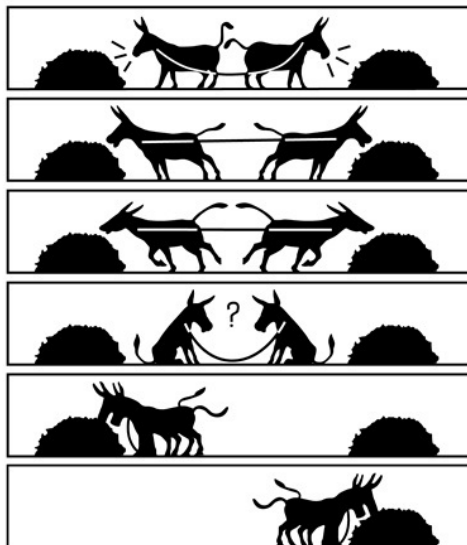
POSITIVE GROUP ROLES

1. Positive group roles contribute to the balance of task and process dimensions of group development.
2. Clarifier – seeks clarification
3. Compromiser – works to find middle ground
4. Consensus Seeker – ensures that everyone participates equally
5. Encourager – encourages others to do their best
6. Gatekeeper – keeps the group on task while ensuring that everyone is included
7. Harmonizer – morale booster who helps others deal with conflict by identifying similarities shared
8. Initiator – gets things started by initiating both process and task functions
9. Opinion/Information Giver – shares his/her own opinion and knowledge appropriately
10. Opinion/Information Seeker – solicits opinions and information from group members who may be quiet or uncomfortable
11. Problem Solver – accurately identifies problems and helps the group solve issues and resolve conflicts
12. Summarizer – adds perspective to the process by summarizing issues and problems at hand
13. Timekeeper – keeps track of time and assists the group in moving toward the goal in a timely manner

NEGATIVE GROUP ROLE

Negative group roles hinder group functioning, both process and task functions. Any role taken to an extreme can be negative. Individuals may not be aware of negative role behavior. It is important for leaders to identify these behaviors and address them appropriately so the group will continue to develop.

1. Blocker – disagrees with others beyond reason and may use statements such as, “we have never done it this way” or “it will never work like this, there are better ways to do it.” This person stops forward movement.
2. Clown / entertainer – disrupts group functioning through inappropriate or untimely humor or attention seeking behavior.
3. Digresser – takes the group from tangent to tangent so that the group finds it difficult to stay on task. This behavior may be intentional or unintentional.
4. Disassociator – disengages from the group process by day dreaming or by physically removing himself or herself.
5. Instigator – upsets others by getting them involved in issues other than the task at hand.
6. Scapegoater – a group member or the whole group targets one group member as the cause of problems.



After your role playing exercise, comment on how the roles played by various members of a group contribute to group effectiveness?

Keep daily notes of both positive and negative roles that group members, including yourself, have displayed during the course of the trip

WNAR CONTRACT

(FILL OUT AS A GROUP)

WANT

What do you want from WIC?

What do we want as a group from WIC?

NEED

What support do you need from others?

What do you need us to know about you?

ACTION

How should we act as individuals?

How should we treat each other?

REACTION

How will we know its working?

How will you fix it if its not?

GOAL SETTING

THIS ASSIGNMENT NEEDS TO BE COMPLETED BEFORE THE
FULL VALUE CONTRACT LESSON

Make sure that your goals are specific, measurable, attainable, realistic, and time oriented. (S.M.A.R.T.)

Write down one goal for the following areas:

TECHNICAL SKILL

LEADERSHIP DEVELOPMENT

GROUP RELATIONSHIP/COMMUNICATION

Revisit your goals in the middle and end of the trip and comment on how and if your goals are being achieved. What changes if any are you making to your original goals?

Revisit the group full value contract and make comments on how successful the group goals have been. What changes if any are you making to the group contract?

COOK-MATE EVALUATION (TEAMWORK)

WHY DO THIS?

Peers see each other cook meals, light the stove, and get out of bed in the morning. More importantly, they feel the everyday attitudes, values and communication habits.

We want you to write a brief peer evaluation of your cook-mate. We are not as concerned about little errors (dropped the pot etc) as we are about current habits and ongoing behaviour.

Please use the following categories: Teamwork and Initiative (TI), Environmental Ethics (EE), and Cooking Skills (CS).

Each category should have: a general statement like good, needs improvement, OK, or excellent; a Δ column for areas that could change for improvement, and a + column for areas that they should keep doing well.

Share your written comments with the person they are written about.



COOK-MATE EVALUATION AND FEEDBACK

NAME OF COOKMATE:

Start of trip (within the first few days)		
	Doing great at...	Could improve on...
Cooking Skills		
Environmental Ethics		
Teamwork and Initiative		
Mid trip (in the middle somewhere)		
	Doing great at...	Could improve on...
Cooking Skills		
Environmental Ethics		
Teamwork and Initiative		
End of trip (Allen rapids or Tidewater)		
	Doing great at...	Could improve on...
Cooking Skills		
Environmental Ethics		
Teamwork and Initiative		

COOK-MATE EVALUATION AND FEEDBACK

This is a chance to practice giving feedback. Remember feedback should be specific, timely, compassionate and constructive. Ineffective feedback includes dwelling on mistakes, asking someone to improve beyond their ability, sarcasm, and belittling.

Take some time, get some space and sit down with your cook-mate and go over your comments from the form you've been filling out.

When receiving feedback remember that it is important to stay open, ask questions, and take the role of a learner. Learn to focus your thoughts and energy on improving (if you think it's an important goal) without dwelling on the "mistakes" or short comings"

Use this space to write down some constructive feedback that you would like to share with your cook-mate.

Please make some comments after you chat with your cook mate about how you feel the feedback session went.

THEORY LESSON PRESENTATION

The object of this lesson is to demonstrate that you can organize and present a body of knowledge effectively. The presentation should involve the learners passively (that is, they may listen, watch, answer and ask questions, but should not actively participate.) Your task is to communicate a body of information in an interesting and educating manner.

Teaching aids should be used as you deem appropriate. You should be prepared to answer questions from the group. Clear communication, and your ability to get the key points across are your primary objectives.



LESSON PLAN EXAMPLE

This is not a complete lesson plan.

This contains only enough information for demonstration purposes.

Name: *John Smith*

Course: *OP*

Topic: *Forward Stroke*

Duration: *10-15 mins*

LEARNING GOALS:

(A general statement about what students are to be learning. We are learning to...)

Students are learning to perform an efficient and effective forward stroke while in a canoe using the phases of movement.

SUCCESS CRITERIA:

(How students can recognize if they have been successful. What I'm looking for...)

- *Are the students' hands placed properly on the paddle?*
- *Can students identify phases of movement for the forward stroke?*
- *Is the core being engaged to get the most effective means of power for the forward stroke (rather than all arm muscles)?*

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

(Is the classroom set up for all learners?)

- *Sun is behind students*
- *Lesson location has room for practice and suitable for supervision*
- *Environment is as distraction free as possible*

II) STUDENTS:

(Is the lesson designed for my learners? Are they prepared to learn?)

- *Students are rested/nourished/hydrated*
- *The lesson is suitable for the students current level of experience*
- *The lesson builds on students' previous knowledge (scaffolding)*
- *Specific student needs have been considered and addressed*
- *Students are made aware of any equipment or items they need for the lesson (i.e. Paper, pencil, paddle, PFD...)*

III) LEARNING STYLES:

- *Auditory: Verbal instructions and demonstrations are narrated*
- *Visual: Full demonstration of skill breakdown and full skill*
- *Kinesthetic: Opportunity for practice with feedback*

MATERIALS/EQUIPMENT:

- *Students are made aware of any equipment or items they need for the lesson (i.e. paper, pencil, paddle, PFD...)*
- *Canoes/ safety equipment*
- *White board*

LESSON OUTLINE

GRABBER:

(An interesting and relevant means of engaging students in the lesson.)

A friend and I in a boat, paddling with the butt end of our paddles, with no follow through phase (paddles will not come out of the water) all while being very obnoxious and stating over and over how hard it is to paddle a canoe.

INTRODUCTION:

(Explain the rationale/importance of the lesson topic.)

Explain importance of efficiency and effective forward stroke for various situations: moving water, tripping, Canadian style paddling.

BODY:

(This is the outline of your lesson. It should not contain detailed information on your topic. It should contain the progression of your lesson.)

- *Talk about the 3 phases of movement, prep, execution, follow through (audio learners)*
- *Explain how the 3 phases of movement are used during your forward stroke (use a white board for the visual learners)*
- *Demonstrate the 3 phases of movement separately to ensure learning and understanding (kinesthetic learners)*
- *Get students to demonstrate different phases*
- *Ask if people have any questions*
- *Demonstrate the skill in full*
- *Have students perform the skill and give time for practice and feedback*

CONCLUSION:

(This should provide evidence that all learning goals and success criteria have been met.)

Break the students into groups. Have a quiz with prizes for the group that has the most correct answers.

LESSON PLAN

Name:

Course:

Topic:

Duration:

LEARNING GOALS:

SUCCESS CRITERIA:

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

II) STUDENTS:

III) LEARNING STYLES:

MATERIALS/EQUIPMENT:

LESSON OUTLINE

GRABBER:

INTRODUCTION:

BODY:

CONCLUSION:

From the information gained from the *Trip Injury Log Chart*, write up the most common injuries and make a list of safety procedures to perhaps prevent or limit these injuries on future trips to the Missinaibi River.

INJURY/CLOSE CALL	FUTURE MANAGEMENT/PREVENTION

ORCKA CANOE TRIPPING LEVEL 2

Check the areas that you feel you have completed and are confident in:

- Swimming ability
- Canoe over canoe
- Retrieving a swamped canoe
- Line toss & rescue
- Self-rescue (getting self back in boat and removing water from boat)
- Canoeing
- Food & menu planning
- Portaging
- Navigation
- Lining, tracking & wading
- Canoe trip
- Knots, lashing, hitches, & ropes
- Canoe history
- Canoe repair & maintenance
- Trip planning, report, & assessment
- Canoe design & construction
- Trip leadership
- Risk management
- Crisis management
- Wilderness first aid
- Weather interpretation

CUMULATIVE – THE TEMISKAMING DISASTER

THE FACTS

St. John's School is a private educational institution with branches in Ontario, Manitoba and Alberta. One of its purposes is to develop in young people such virtues and qualities as initiative, discipline, hard work and intensive study. This school's program includes snow-shoeing in winter and canoeing in summer.

During the autumn of 1977 and the winter of 1978, various canoe trips were planned for the summer of 1978. One of these, involving four (4) canoes, was to last approximately three (3) weeks; the participants were to travel some 845 kilometres from Temiskaming to Moosonee, on James Bay, via Lake Temiskaming and the Abitibi River.

The expedition left Temiskaming on the morning of Sunday, June 11, 1978.

Late in the morning of Monday, June 12, 1978, a helicopter pilot reported two overturned canoes and some bodies floating on the surface of Lake Temiskaming. A warning was sounded and during the next few hours, 4 overturned canoes were sighted, along with the bodies of 12 boys and 1 adult. All apparently drowned, at the same time 18 survivors, 15 boys and 3 adults, were spotted on the west bank of Lake Temiskaming.

LAKE TEMISKAMING

Lake Temiskaming, which is actually a widening of the Ottawa River, is approximately 137 kilometres long, with a north-south current. It has been estimated that the temperature of Lake Temiskaming on June 11th was about 11 degrees Celsius.

THE CANOES

The canoes used were of the "Chestnut" make, "Selkirk" model. These canoes were 6.5 metres long, 1 metre wide and 45 centimetres deep. According to the manufacturer, the capacity of such a canoe is 900 kilograms. Uncontested proof was submitted that for this trip, each canoe was carrying a load of some 550 kilograms.

THE STEERSMEN

Three of the four steersmen had had previous experience in this type of long distance tripping. Neil Thomson admitted to having had little canoeing experience, and had never acted as steersman

LIFE JACKETS

Everyone wore life jackets approved by the Department of Transport of Canada.

THE DEPARTURE

On Saturday, June 10, 1978, St. John's School held an evening of varied entertainment which included some plays. This event was also intended as a farewell gesture for the 4 canoe crews. The reception ended at about midnight and the 4 canoe groups left the school by automobile for Temiskaming, 482 kilometres away. They reached their destination on Sunday morning, June 11, at about 7:30. During the trip the 27 boys slept as well as they could. Trip leader Richard Bird, admitted that he never closed his eyes between start and finish. On arrival to Temiskaming a light cold breakfast was served. The canoes were loaded and the party left at about 8:15. At that time, the weather was good with a slight breeze from the south which acted as a tailwind, making paddling easier.

THE MORNING

Between 8:15 and noon, the 4 canoes covered about 25 kilometres with no problems. A lunch stop was made and again despite the exertions of the morning, only a light cold lunch was served. The party left the lunch spot by 1:00 PM to cross the lake, it seems that by this time the south wind had increased slightly in intensity. When trip leader Richard Bird left the lunch spot, he seemingly had no reason to fear either the wind or the waves, and all apparently would have gone normally if only Neil Thomson, steersman of the 4th canoe had had the experience required to steer his canoe so that the waves remained on the port quarter. The trouble began about 2:00 PM when all 4 canoes had covered more than half the distance between the east and west shores of Lake Temiskaming. The first 3 canoes were approaching the west shore. All seemed normal when, despite repeated efforts by him and his crew, Neil Thomson lost control of his canoe. In seconds, Neil Thomson's canoe tipped, throwing Thomson and his 7 crew members into the water.

THE RESCUE

As soon as they were aware that Neil's canoe had tipped, the other crews hastily backtracked to help him. It is useless to describe the panic which surely spread among the 31 persons. In a few moments, the other 3 canoes also tipped.

IN CONCLUSION

Late in the morning of June 12, 1978, helicopter pilot Gary Smith happened to be flying over Lake Temiskaming when he spotted 2 tipped canoes. A rescue operation was immediately organized, and some boats and the necessary personnel arrived at the scene. A head count made the same day established that of the 31 members of the expedition, 13 were dead: 1 steersman and 12 boys. One of the major conclusions drawn from the evidence submitted during the inquest is that the immediate cause of the accident of June 11, 1978 must be sought in an error of judgment on the part of the four (4) steersmen and particularly the leader.

SUMMARIZE ALL THE ASPECTS THAT YOU WOULD DO DIFFERENTLY AS A LEADER IF YOU WERE IN CHARGE OF THIS TRIP.

TRIP LEADER LOGISTICS

Please read the following 3 trip leading scenarios. Give a detailed answer for each question. After you have answered the scenario questions, please continue on to the final questions.

SCENARIO 1

You have been hired by Camp Wanna-Whimper as a canoe trip leader. You are leading a 3-day canoe trip for 10-year-old boys; it will be their first canoe trip. The group consists of: you, the cabin counselor (who has only done 1 out trip before) and the 10 campers.

For planning and leading purposes, what would be the top 2 goals for this trip? Explain each.

What would the top 2 concerns these participants might have about the trip? Explain each.

What would be 2 important factors for ensuring the emotional well-being of these campers?

List 4 factors you would consider when planning your route (things to do/see, portages, paddling difficulty).

Explain the differences between your responsibilities (or job expectations) and those of your co-staff (the cabin counselor)?

SCENARIO 2

You have been hired by Wetake'emall adventures, as a commercial (the money making vacation business) guide, to lead a 7-day canoe trip in Killarney Park. These are the participants: a couple in their late 20's, a pair of university buddies in their 40's (re-uniting for a trip), a grandfather who is 68 years old bringing his 9-year-old granddaughter, and a 35-year-old female visiting from Germany. Participants' previous experience is varied but not extensive. They have decided to invest their vacation time and money in your trip. You are guiding this trip solo.

What do you think would be 3 general expectations the participants would have for a guided canoe trip?

Wetake'emall prides itself on "Gourmet culinary canoe trip fare". Describe a typical day's menu for this trip? Estimate the time involved for preparing each of these meals?

What would your tenting arrangements be? Explain. (Please consider environmental ethics, park regulations as well as safety, comfort and social dynamics)

The grandfather starts to complain of chest pains and you decide it best to seek medical attention. Explain how you would deal with the group with respect to the evacuation.

SCENARIO 3

You have been hired by Bumwaddo, the industry leading outdoor adventure school. You will be a trip leader/instructor on a 25-day remote (non-moving water) canoe trip/leadership course. There are 2 staff on this trip: you and a 26-year-old instructor who has 8 years of experience as a trip leader. You have 15 participants who are 15 to 16 years old. They have 3 to 5 years of canoe trip experience on trips up to 10 days in length.

For planning and leading purposes, what would be the top 3 goals for this trip? Explain each.

Consider how you would like your group to progress throughout the trip in regard to overall leadership, group dynamics and group efficiency. What would be some good clues or evidence to look for on day 14 and day 24 to ensure your group is progressing as planned?

For an average trip day (16 hours/18 kms), draw out a loose time line which provides a good balance of rest/meal time, lesson and travel time.

What do you see as “most important” for you to role model to your students throughout this trip? Explain.

FINAL QUESTIONS

Choose one of the three scenarios and reflect on how your previous experience has prepared you to lead this trip.

Being a confident, well-rounded leader is a constant evolution; in other words: there is no best, top or finished. For you, what is an area you feel you could improve upon (navigation, interpersonal skills, organization, ...)? What concrete actions do you feel you could take to get yourself to that next level?

WIC ASSESSMENT PACKAGE 2023

<p>PLEASE INCLUDE FIRST AND LAST NAMES (ON ALL PAGES)</p> <p>Summative tasks should be filled out as levels, not percentages.</p>								
Summative	Group Development (5%)							
	Leadership Assignments (5%)							
	Temiskaming (5%)							
	Journal/Trip Log (10%)							
	Lesson (5%)							
	Facilitation (15%)							
	Leadership (10%)							
	Well-Being (15%)							
Final Summative	Final Test (10%)	#	#	#	#	#	#	#
	Leadership Assessment (10%)							
	Trip Leader Logistics Assignment (10%)							
<i>Days Absent (incl. Evacuations)</i>								
Learning Skills	Responsibility							
	Organization							
	Independent Work							
	Collaboration							
	Initiative							
	Self-Regulation							
	<i>Skill</i>							
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Trip	<i>Attitude</i>							

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COURSE EVAL FORM – STUDENT FEEDBACK

WILDERNESS INSTRUCTOR COURSE

Did the course meet your expectations? Explain.

What would you like to change about the course?

What did you like best about the course?

Please comment on the following areas and how they have helped improve your overall skills (trip planning, LOD and leadership exercises, safety assignments, knowledge gained, technical skills).

TEST PAGES

TEST PAGES

TEST PAGES

TEST PAGES

TEST PAGES

TEST PAGES

TEST PAGES

HEY!

Don't you wish your manual had a space where you could write everyone's contact info?



DIY T-SHIRT

Do you have a great idea for a Gould Lake T-Shirt? Now is your chance to share your creativity and potentially have your design chosen to be used as next year's official Gould Lake T-Shirt! Please feel free to sketch or write a detailed description of the shirt and give this page to your instructors (but not before filling out your "What does Gould Lake mean to you" on the next page).

So You WANNA WORK AT GLOC?

GENERAL:

- Staff applications are typically due in December. These can be found at www.gouldlake.ca (under the staff drop down).
- Interviews are typically conducted during or around the high school exam period (usually late January/early February).
- Interviews can be conducted in person or via Skype
- Hiring is conditional upon successful completion of required certifications prior to start date.

APPLICATION PACKAGES ARE REQUIRED TO INCLUDE:

- Applicant Cover Page
- Résumé and Cover Letter
- Condensed Trip Log -include trip type (canoe/kayaking/hiking), dates, duration, location and leadership role.
- Proof of National Lifeguard certification or timeline/plan to obtain it.
- Two (2) References -include name, contact phone number and email. These references should be recent (within the year), notified and willing to act as a reference, able to provide you with a positive reference that speaks to your candidacy of working at Gould Lake.
- For applicants still in high school. Please provide a letter of reference from your current Principal.

MINIMUM TRIP LEADER QUALIFICATIONS:

- National Lifeguard
- Advanced Wilderness First Aid (40hr)
- Standard First Aid / Basic CPR
- ORCKA Flatwater Kayak Instructor (or equivalent)
- ORCKA Canoe Tripping Level 3 (known as Canoe Tripping Level 2 pre 2009) or equivalent
- Tripping staff must be a minimum of 18 years of age.

Applicants do **not** need to meet the minimum trip leader qualifications in order to apply. Should a successful applicant be missing minimum certifications, they **will be required to commit to attaining our minimum standard prior to their start date**. To assist in this regard, we have annual spring staff training programs which covers Advanced Wilderness First Aid (40hr), Canoe Tripping 3, National Lifeguard recertification and ORCKA Flatwater Kayak Instructor.

ORCKA PREREQUISITES

ORCKA FLATWATER KAYAK INSTRUCTOR:

- At least 16 years of age
- Current ORCKA Member (membership is included in the program participant fee)
- ORCKA Flatwater Kayaking or ORCKA Flatwater Kayaking Level B, equivalent certification or comparable skills and experience (with the permission of the Course Director)
- At least three separate kayaking excursions of at least three hours and 15 km each
- It is strongly recommended that all Flatwater Kayaking Instructors have, in addition to their kayaking qualifications, some qualification in Swimming, First Aid and CPR

ORCKA CANOE TRIPPING 3:

- At least 17 years of age to qualify for Canoe Tripping Level 3 certification.
- ORCKA Canoe Tripping Level 2, Canadian Style Paddling Level 1 and River Running Level 1A (Tandem) or Moving Water Level 1A (Tandem), equivalent certification or comparable skills and experience (with the permission of the Course Director)
- Evidence of at **least 25 nights of wilderness canoe tripping experience**; wilderness canoe tripping distances **totaling 500 km**: at least 6 canoe trips in which the candidate was responsible for some of the organization and leadership and at least one wilderness trip of 5 days or more.

You will always find me in the past. I can be created in the present, But the future can never taint me. What am I?

A girl was ten on her last birthday, and will be twelve on her next birthday. How is this possible?

What is harder to catch the faster you run?

An old lady forgets her drivers licence at home. She travels down a one way street the wrong way. She does not stop at stop signs, or stop for people crossing the road. A cop is watching her do this and he does not give her a ticket. Why didn't he give her a ticket?

If you throw me out the window, I'll leave a grieving wife. Bring me back, but through the door, You'll see someone giving life. What am I?

We hurt without moving. And poison without touching. We bear truth and lies, But are not judged by size. What are we?

Mary's father has 4 children; three are named Nana, Nene, and Nini. So what is the 4th child's name?

What is unusual about the sentence below? A big cowboy, dancing elegantly for grand hotels in Jersey, knitting lovely mittens nicely on pretty quilted rubber shoes, thought untrained vets would X-ray yellow zebras

You approach two talking doors. One door leads to the City of Truth, while the other door leads to the City of Liars. You do not know which door is which. You are able to ask only one question to determine which door is which. The door that leads to the City of Liars always speaks lies, while the door that leads to the City of Truth always speaks the truth. You want to go to the City of Truth. What question do you ask to determine which door leads to the City of Truth

There are two planes. One is going from New York to London at a speed of 600 MPH. The other is travelling from London to New York at a speed of 500 MPH. When the planes meet which one will be closer to London?

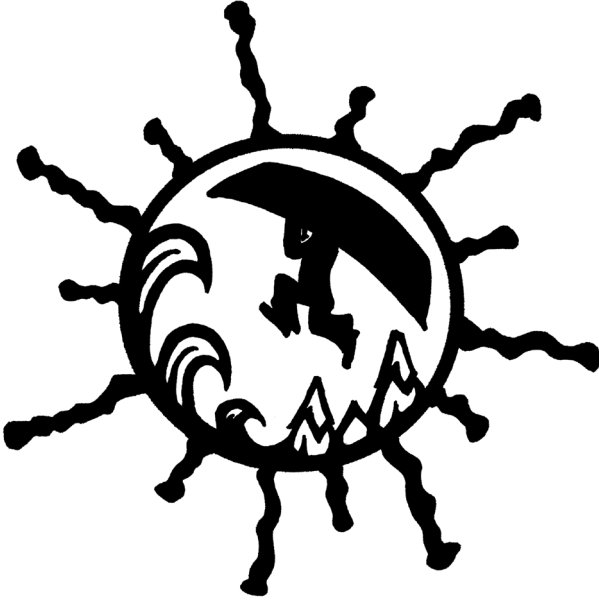
It cannot be seen, cannot be felt, Cannot be heard, cannot be smelt. It lies behind stars and under hills And empty holes it fills. It comes first and follows after, Ends life, kills laughter.

I have one, you have one. If you remove the first letter, a bit remains. If you remove the second, bit still remains. After much trying, you might be able to remove the third one also, but it remains. It dies hard!

The more you take, the more you leave behind. What am I?

What is it that no man ever yet did see, which never was, but always is to be?

Two in a corner, 1 in a room, 0 in a house, but 1 in a shelter. What am I?



www.gouldlake.ca 
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