

WILDERNESS INSTRUCTOR COURSE PLACEMENT

SUMMER OF _____



STUDENT MANUAL

SESSION(S)

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COURSE OUTLINE & PLACEMENT TASKS

PRE-PLACEMENT

Complete the following BEFORE your WIC placement:

- 👉 Resume/Cover Letter Assignment (due Barn Day 1)
email to: outed@limestone.on.ca or bring with you to Barn Day 1.

BEFORE TRIP DAY 1

Complete the following BEFORE you leave for your first placement trip:

- 👉 Prepare all of your lessons
- 👉 Read the Roles & Responsibilities of a WIC
- 👉 Pre-Placement Reflection
- 👉 Goal Setting

DURING PLACEMENT(S)

Complete the following DURING your WIC placement(s):

- 👉 Three Independent Lessons (Lesson Plan & Delivery)
- 👉 Lesson #1: Your Choice!
- 👉 Lesson #2: Practical (Skill) Lesson
- 👉 Lesson #3: Theory Presentation
- 👉 Daily Log & Reflections
- 👉 Two TCP Plans

POST PLACEMENT(S)

Complete the following NEAR THE END of your WIC placement(s):

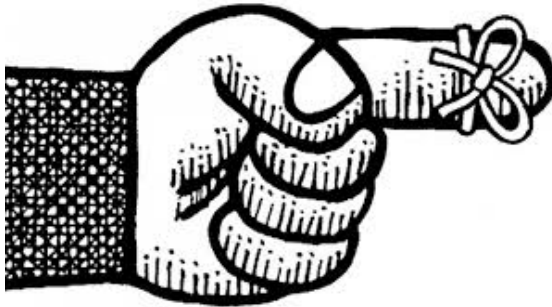
- 👉 Final Leadership Skills Assessment
- 👉 Final Placement Reflection
- 👉 HAND IN THIS MANUAL!

BARN DAILY EQUIPMENT LIST

Things to remember to bring to Gould Lake every day...

- ☞ Personal floatation device (PFD)
- ☞ Prescribed medication if any (epi-pens, inhalers , etc.)
- ☞ At least 2 litres of water
- ☞ Running shoes, for fitness activities (not sandals)
- ☞ Sunscreen and lip-block
- ☞ Bug repellent (optional)
- ☞ Hat and sunglasses
- ☞ Swimsuit and towel
- ☞ Rain gear and warmer clothes (in case it's cold)
- ☞ Lunch - all of your garbage goes home with you!
- ☞ This Placement Manual

Wearing your WIC T-shirt on the first day is a great way to have the students recognize you!



WIC ROLES AND RESPONSIBILITIES ON PLACEMENT

As a WIC you will be given the opportunity to expand your leadership skills and level of responsibility, however, you are still a student and it is still very important that you ask staff for permission, when appropriate, and communicate with them on a regular basis.

ROLES

Role Model: As an experienced tripper and being close to the student age, they will continually look to you as a role model. Please ensure you are being a positive influence.

Friend: Again, because of the age difference and the fact you may be sharing tents and duties, you will also act as a friend to students.

Instructor: You will be teaching formal and informal lessons.

Assessor: Instructors will ask you for your input (or they should) about observing students during tasks and about how to make and provide plans to help them get better at those tasks.

INSTRUCTORS

Instructors are here to help! Talk to instructors regularly about your progress and ask questions to become a better leader and outdoor professional. If you are going on trip, take the initiative to set up a meeting with you instructors before trip to talk about expectations, both yours and theirs.

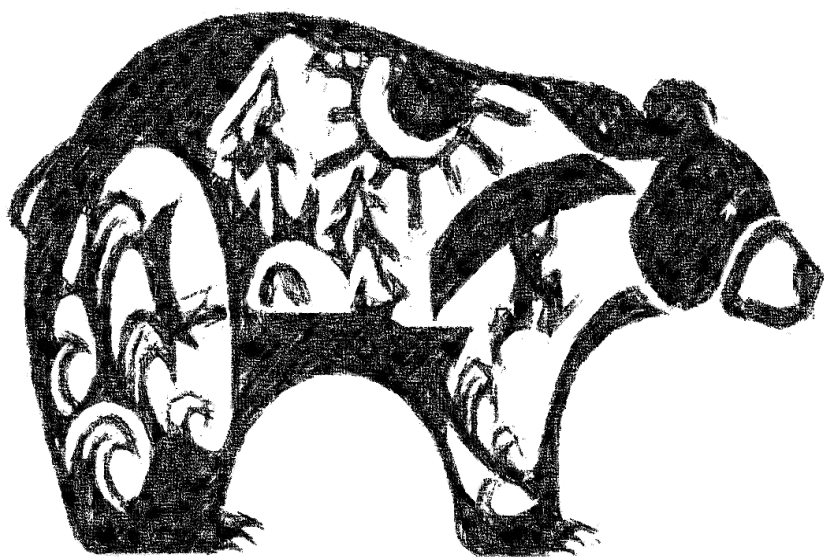
LESSONS

On your WIC placement you are responsible for planning and delivering three group lessons independently. These can be on trip or around the barn. The lessons must fall into the three categories described at the beginning of the lesson section. Each lesson needs to have a completed lesson plan and reflection. You will be expected to help out with lessons as well as coach skills (i.e. paddling and portaging) whenever possible both at the barn and on trip.

WIC CHALLENGES

The purpose and tradition of a WIC challenge has been to provide a fun and developmental challenge to WIC students to complete on their placement. WIC challenges are not part of the WIC curriculum. They are considered to be challenge by choice. Your instructors do not have the right to ask you to perform any challenges that makes you feel uncomfortable or feel unsafe in any way, shape or form. If you do choose to participate in a WIC challenge have fun with it, learn from it, but always ensure your safety and wellbeing are taking priority.

ASSIGNMENTS



4. What do you feel are the three most important leadership qualities of a WIC? Explain your choices.

QUALITY	EXPLANATION

5. What program(s) will you be working with for your WIC placement?

6. Describe what you feel the “role of a WIC” is for each of the programs you will be working with.

GOAL SETTING

As an outdoor education instructor it is important to continue to challenge yourself to keep growing to be the best you can be. To do this, it is important to recognize your strengths and areas for improvement.

Review the following skills associated with being an outdoor education instructor. Note that this is not all of them, but a good summary!

- Professionalism
- Positive Role Modeling
- Safety and Judgment
- Lesson Planning
- Lesson Delivery
- One on One Instruction
- Hard Tripping Skills (i.e. knots, canoe skills, portaging, etc.)

Indicate Skill(s) Here: _____

- Positive and Encouraging Attitude
- Being Inclusive
- Supporting Others in Difficult Times
- Listening to Others (i.e. peers, staff, students, etc.)
- Communication with Staff
- Being Open to Feedback
- Initiative (i.e. starting tasks without being asked)
- Time Management
- Journaling / Paperwork
- Other: _____

Put a beside the ones you think you are doing great at and a beside the ones you feel are an area for growth. Consider using your feedback from your WIC trip to help you identify these areas. It is ok to leave some blank if you do not think they are a strength or weakness.

Circle the three areas you think are your biggest areas for growth. Try to identify goals from different areas (i.e. one skill goal, a leadership goal, etc.).

SETTING SMART GOALS

Think back to our “SMART” acronym for goal setting:

S	SPECIFIC	Is your goal clear and easy to understand?
M	MEASURABLE	How will you know when you have reached your goal?
A	ATTAINABLE	Can you reach your goal in the given time frame?
R	REALISTIC	Is your goal possible for you?
T	TIME FRAME	When will you complete your goal by?

Read the following example of a SMART Goal:

“I want to improve my ability to actively listen to others, this includes instructors, students and my peers. To do this I will always turn my shoulders and head towards the speaker and not interrupt them. If I do interrupt I will apologize and ask them to finish their thought. I will try to reach this goal by Day 12 of placement. I will know I have achieved this goal when I can always repeat the main idea that the speaker shared.”

GOAL SETTING TIME!

Set three goals you want to achieve over your placement. Beside each, indicate how instructors can help you to achieve your goal.

GOAL	HOW INSTRUCTORS CAN HELP YOU.
Goal #1	
Goal #2	
Goal #3	

LESSON OVERVIEW

LESSON #1: YOUR CHOICE

This lesson is your Choice...that's right...anything appropriate you want to teach the group. A chance to shake off the dust and get comfy teaching.

Potential lesson topics include, but are not limited to:

- 👉 Art
- 👉 Lore/ Legends
- 👉 Astronomy
- 👉 Fitness
- 👉 Nature

LESSON #2: THEORY 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 but is less focused on them learning a new skill (for example the learner may listen, watch, and ask questions). 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 objective.

Potential lesson topics include, but are not limited to:

- 👉 Bear & critter management
- 👉 History of Algonquin park
- 👉 Flora and fauna
- 👉 Stove lighting & safety precautions
- 👉 Weather

LESSON #3: PRACTICAL (SKILL) LESSON

The object of the practical lesson is to demonstrate your ability to facilitate the learning of a psychomotor (a physically do-able) skill. The target group will most-likely be Quest/GAP and/or Outreach students. If 20 minutes seems short to you, please keep in mind that you will not be expected to interact personally with all of your "learners". The idea is to get the learners to perform the skill, not to demonstrate your own expert prowess. Keep the talking to a minimum, and keep the learners active and involved. Please note that your lesson must include a technically correct demonstration performed by you.

Potential lesson topics include, but are not limited to:

- 👉 Knots
- 👉 Fire Building

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:

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:

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:

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!

CANOEING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description: GRT. MOUNTAIN L., #158	Description: MURRAY L., #156
Coordinates: 46°09'33"N 81°21'38"W	Coordinates: 46°08'43"N 81°33'18"W

DISTANCE

Total distance to be paddled	16 km
Estimated traveling speed of canoes (An average paddling speed is about 4 km/h. You can adjust this for your group and predicted weather conditions.)	4 km/h
Total estimated paddling time	4 hours

PORTAGING

Total distance to be portaged	1.2 km
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 your group.)	1 km/h
Total estimated portaging time	1+ hours

BREAKS

Estimated time for breaks (water, snacks, map checks, rests, washroom)	1 HOUR
Estimated time for lunch	1 HOUR
Total estimated break time	2 hours

TOTAL TRAVEL TIME

Paddling Time + Portage Time + Break Time	7+ hours
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SCHEDULING

Estimated time of departure... 9:00 AM	
Checkpoint 1	Location: START OF 130M PORTAGE
	ETA: 11:00 AM
Checkpoint 2	Location: HOWRY LAKE COTTAGE
	ETA: 12:30 PM
Est. time arriving at destination... AROUND 4:15 PM	

BARN TIME CONTROL PLAN

ACTIVITIES

DESCRIPTION OF ACTIVITY/LESSON	ESTIMATED TIME
TOTAL ESTIMATED ACTIVITY TIME	HOURS

BREAKS, LUNCH & STUDENT ORGANIZATION

Estimated time for breaks (water, snacks, sunscreen, rests, washroom)	
Estimated time for lunch	
Estimated time for student organization (morning gathering, announcements)	
TOTAL ESTIMATED BREAK TIME	HOURS

SCHEDULING

Estimated student arrival time ...	
Schedule Checkpoint 1	Activity:
	ETA:
Schedule Checkpoint 2	Activity:
	ETA:
Student departure time...	

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

BARN TIME CONTROL PLAN

ACTIVITIES

DESCRIPTION OF ACTIVITY/LESSON	ESTIMATED TIME
TOTAL ESTIMATED ACTIVITY TIME	HOURS

BREAKS, LUNCH & STUDENT ORGANIZATION

Estimated time for breaks (water, snacks, sunscreen, rests, washroom)	
Estimated time for lunch	
Estimated time for student organization (morning gathering, announcements)	
TOTAL ESTIMATED BREAK TIME	HOURS

SCHEDULING

Estimated student arrival time ...	
Schedule Checkpoint 1	Activity:
	ETA:
Schedule Checkpoint 2	Activity:
	ETA:
Student departure time...	

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

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

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

Padding Time + Portage Time + Break Time	hours
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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?**

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

PORTAGING

Total distance to be portaged	km
Estimated portaging speed <i>(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 + Portage Time + Break Time	hours
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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?**

EXAMPLE RESUME

Below is a sample resume. Please note that the purpose is to give you a sense of what a resume can look like and content it should include. It is not a complete resume. You should also review other resume structures, templates and ideas online before completing your personal resume.

Mister Portaga

A: 104 Newstart Ave, Tanksville N8M 4A8
M: 613.525.5555 E: mister_portaga@gmail.com

Profile

I am eager to use my strong interpersonal and communication skills to help youth improve their comfort in the wilderness and become more confident through experiential education programs. I am keen to develop new skills and dedicated to continuing my development as an outdoor education professional.

Education

Ontario Secondary School Diploma; Tanksville High School; Tanksville, NSW
Expected completion date: June 2016

Key Skills

Interpersonal skills: I have extensive experience in customer service, which has helped me to develop strong interpersonal skills. I get along well with others and always conduct myself with the utmost professionalism.

Communication skills: I am a confident communicator, having developed strong verbal communication skills in my customer-facing roles. I am able to clearly provide information and interact with customers in a friendly manner.

Ability to work in teams: I have worked in team environments for over three years. In my current position, I work with a small team of eight staff who specialise in print and copy projects. We are a self-managed team who coordinate all customer projects in our department to deliver a great result to the customer.

Employment History & Relevant Experiences

Tutor; Reemton, NSW

November 2013 – Present

Tutor 3 students once a week in math and science.

Help them to increase their confidence in the subjects and reinforce key skills.

Wilderness Instructor Course Placement; Gould Lake Outdoor Centre, Kingston, ON

July 2015

Volunteered on a 9 day trip in Algonquin Park as an Instructor in training

Through small group and one on one interactions helped students to become more comfortable in the wilderness and learn new skills such as basic canoe strokes and how to set up a tent

Qualifications & Proficiencies

ORCKA Canadian Style Paddling Certification

MS Office (Word, Excel, PowerPoint, Outlook)

Adobe Photoshop

Interests Travel literature, Japanese cuisine and yoga

RESUME ASSIGNMENT PROCESS

Now it is time to actually create your own resume. You will make the resume separately, print it, and then submit a copy with this journal at the end of your placement.

Use the following resources to help you create a super awesome resume:

- Your brainstorming process in this journal
- Your strengths
- Qualities the employer is looking for
- Experiences that demonstrate your strengths and these qualities
- Employer website
- What skills are they looking for?
- What are their program goals?
- Sample resume
- Other sample resumes online
- The resume success criteria below

RESUME SUCCESS CRITERIA

Use the following list of criteria to ensure your resume is the best it can be. To use this list check off each criteria once your resume has met it.

- Full name (first and last)
- Current address
- Phone number
- Professional Email (fluffybunnybarf@gmail.com is not professional)
- Profile or statement of intention is included (if the employer reads only one thing, this will be it, so make sure it pops and clearly relates to the desired position)
- Current level of education is provided
- Key skills and/or qualities are highlighted
- Start and end dates are included with all experience
- Experience is presented in a logical order
- Relevant qualifications and proficiencies are included
- Interests are listed (shows that you are well-rounded)
- Organized in a logical manner
- Key information is highlighted (i.e. bolded, bigger font, etc.)
- Free of spelling and grammar mistakes

FINAL LEADERSHIP SKILLS ASSESSMENT

Give yourself a level on each of the following leadership skills. Describe why you gave yourself each level. Following is a summary of the different levels.

- Level 1 – Rarely
- Level 2 – Sometimes
- Level 3 – Usually
- Level 4 – Consistently

SKILL	LEVEL	COMMENT
Set Goals		
Look After Your Self		
Communicate To Others		
Create An Open Atmosphere/ Include Everyone		
Support Others		
Stay Organized		

SKILL	LEVEL	COMMENT
Be Confident In Your Abilities		
Deal With Challenging Situations		
Endure Hard Work		
Admit And Correct Your Mistakes		
Connect With Others		
Be Confident In Your Abilities		
Understand Your Abilities		
Work At Being Yourself As A Leader		

WIC PLACEMENT ASSESSMENT PACKAGE

PLEASE INCLUDE FIRST AND LAST NAMES (ON ALL PAGES)			
Summative tasks should be filled out as levels, not percentages.			
Summative	Lesson Plans and Delivery (15%) - ON TRIP		
	Facilitation PA (15%) - ON TRIP		
	Leadership Skills PA (20%) - ON TRIP		
	Well-Being PA (20%) - ON TRIP		
	Leadership Self-Assessment (5%) - OFFICE		
Final Summative	Pre and Final Placement Reflections (5%) - OFFICE		
	Daily Activity Log & Reflections (10%) - OFFICE		
	Resume and Cover Letter (10%) - OFFICE		
Learning Skills			
	Responsibility		
	Organization		
	Independent Work		
	Collaboration		
	Initiative		
	Self-Regulation		

WIC PLACEMENT ASSESSMENT PACKAGE

<p>1 – Rarely... 2 – Sometimes... 3 – Usually... 4 – Consistently...</p> <p style="text-align: center;">Students should be evaluated based on their most recent performance or their most consistent performance.</p>		
Lesson Plans and Delivery (15%) - ON TRIP		
Demonstrates an understanding of the topic		
Presents information in a sequence that demonstrates planning and organization		
Prepared materials, equipment and audience prior to lesson		
Uses appropriate presentation skills (voice, eye contact, professionalism, variety of delivery)		
Uses visual aids and demonstrations with effectiveness and/or appropriateness		
Demonstrates an understanding of the concepts, facts and issues of the topic and elicits discussion and/or debate		
Engages the audience		
Effectively answers questions		
Provides and follows a lesson plan that is organized, contains sufficient details		
Final Level		
Facilitation PA (15%) -ON TRIP		
Demonstrates an understanding of time-related constraints, deadlines, goals, and expectations		
Demonstrates punctuality and preparedness		
Demonstrates an ability to plan and implement activities that meet the needs of the participants		
Demonstrates an ability to promote participation in wilderness tripping activities		
Final Level		

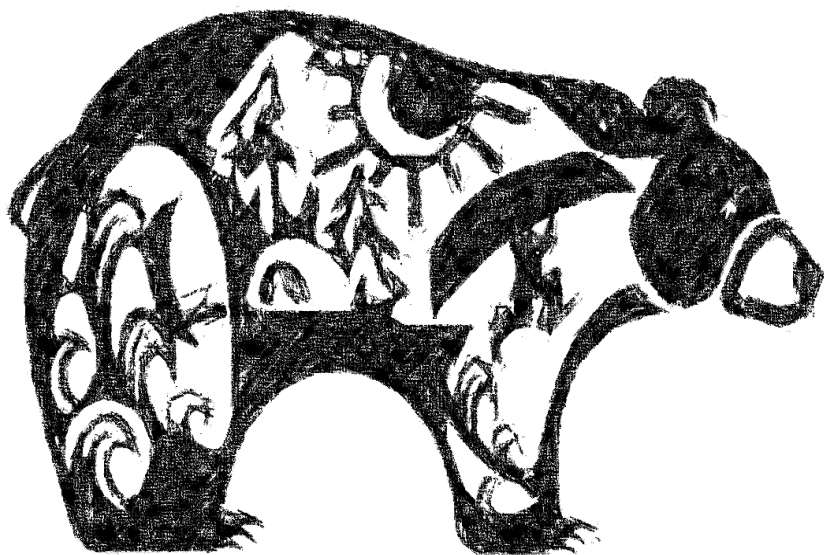
WIC PLACEMENT ASSESSMENT PACKAGE

<p>1 – Limited 2 – Some/Moderate 3 – Considerable 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>		
Leadership Skills PA (20%) - ON TRIP		
Demonstrates an ability to take responsibility for carrying out group tasks		
Demonstrates an ability to apply the leadership style for a given situation		
Communicates effectively and positively with the group in varied situations		
Manages time effectively		
Recognizes, minimizes, and positively resolves any conflicts		
Listens to ideas of others		
Decisions reflect concern for self and group safety and well-being		
Considers alternatives and seeks input when making decisions		
Final Level		
Well-Being PA (20%) - ON TRIP		
Encourages and supports other group members (offers support on portages, recognizes and helps others to achieve their goals)		
Role models appropriate behaviours, language, conversation topics, humour, skills and attitude		
Makes and promotes healthy choices regarding nutrition, personal hygiene, hydration and sun protection		
Follows and promotes all LDSB & Gould Lake safety rules and guidelines		
Conscious of group safety		
Appropriate clothing and equipment is worn/used in all activities		
Final Level		

WIC PLACEMENT ASSESSMENT PACKAGE

<p>1 – Limited 2 – Some/Moderate 3 – Considerable 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>		
Leadership Self-Assessment (5%) - OFFICE		
<p>Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.</i></p>		
Final Level		
Pre and Final Placement Reflection (5%) - OFFICE		
<p>Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.</i></p>		
Final Level		
Daily Activity Log & Reflections (10%) - OFFICE		
<p>Knowledge/Understanding <i>Are the answers correct? Are the details accurate?</i></p>		
<p>Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans.</i></p>		
Final Level		
Resume (10%) - OFFICE		
<p>Knowledge/Understanding <i>Are the details accurate? Are procedures complete? Do they understand?</i></p>		
<p>Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.</i></p>		
Final Level		

DAILY ACTIVITY LOG AND REFLECTIONS



DAILY ACTIVITY LOG & REFLECTIONS

Each day (both barn days and trip days) you will complete the log shown below and answer a set of questions related to your WIC experience. Below a sample log has been filled out.

Date:

Instructor(s):

Program Info: Q GAP OR OP OS Barn Day Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT (1 LOW - 5 HIGH)	STUDENT ENGAGEMENT (1 LOW - 5 HIGH)
Barn Rules Lesson	Observed staff deliver the lesson the first time, helped the second time, taught the lesson on the third rotation	3	2
Lunch Time Game of Logs	Played with the students – so much fun! Helped two students who were not “into” the game to get involved	5	4
Canoed 8 km		4	5

MY THOUGHTS ON TODAY...

Outreach. I am starting to feel more confident giving instructions in large groups. During the barn rules lesson I worked on speaking very clearly and concisely. I also helped two girls who were not enjoying the logs game to get involved by finding them a role on our team as defense guards.

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY REFLECTION QUESTIONS – DAY 4

FOCUS: SUPPORTING INDIVIDUAL STUDENTS – PART 1

It is important to recognize that each student is unique – everyone learns differently, have different interests, different challenges, different comfort levels, etc.

1. When you think about the students in this session, are there any students who are less engaged and/or connected than others?
2. Describe the actions of these students that lead you to identify them.
3. Why do you think they act(ed) this way?
4. Describe two strategies you can use to help engage and connect these students tomorrow. Try these strategies tomorrow.

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY REFLECTION QUESTIONS – DAY 5

FOCUS: SUPPORTING INDIVIDUAL STUDENTS – PART 2

1. Evaluate how the two strategies you described yesterday worked today.

Think about one student who is having difficulty engaging and/or connecting.

2. What are this student's strengths?
3. Develop two different lessons or activities that would play to this students' strengths.
4. What are this student's challenges?
5. Think about tomorrow's plan/schedule for the day. Based on their challenges, what might they find difficult?
6. Describe two ways you can modify tomorrow's plan to support the student so they feel more comfortable.

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY REFLECTION QUESTIONS – DAY 7

FOCUS: POSITIVE REINFORCEMENT

At the end of the day, so much of being an instructor is being positive.

1. How did the two strategies you tried today to celebrate students' learning go?
2. What was the student(s) attitude like after you used the strategies?
3. Why do you think this was the student(s) response?
4. Positive reinforcement is more effective when it is very specific. Give an example of specific verbal praise you could give a student to reinforce a desired action.

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY REFLECTION QUESTIONS – DAY 9

FOCUS: PROMOTING PARTICIPATION

Participation is defined as the “act of taking part in something”.

1. Describe three barriers that may exist for some of our students that would minimize their participation? For each barrier, describe what you can do to help increase their participation.

BARRIER	STRATEGY TO INCREASE PARTICIPATION

2. Do you feel you have any barriers that minimize your participation as a WIC? If so, describe the barriers. If not, describe why you feel you have no barriers.

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

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Barn Day

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SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

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Instructor(s):

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Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY REFLECTION QUESTIONS – DAY 13

FOCUS: GROUP FORMING – PART 1

1. How would you describe this group to someone who had never met them?

2. What are this groups strengths?

3. What are this groups challenges/weaknesses?

4. Develop two strategies you can use to help this group grow with respect to its challenges/weaknesses. Use these strategies tomorrow.

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

Program: _____

Session: _____

Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY ACTIVITY LOG & REFLECTIONS

Date:

Instructor(s):

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Barn Day

Trip

SUMMARY OF DAILY ACTIVITIES

ACTIVITY / LESSON	YOUR ROLE / INVOLVEMENT	YOUR COMFORT	STUDENT ENGAGEMENT

MY THOUGHTS ON TODAY...

DAILY REFLECTION QUESTIONS – DAY 16

FOCUS: YOU MADE IT!

You have a super Final Placement reflection for today, so there are no written questions here! Instead, use this page to summarize your WIC experience in a creative way (i.e. picture, road map, poem, etc.)

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:

- Lifeguard Certification
- Advanced Wilderness First Aid (40hr)
- Standard First Aid / Basic CPR
- ORCKA Flatwater Kayak Instructor (required only if leading kayak trips)
- 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 often covers Advanced Wilderness First Aid (40hr), Canoe Tripping 3, 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.



www.gouldlake.ca 
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