

**OUTDOOR PURSUITS
TRIP MANUAL
SUMMER OF _____**



**SESSION: 1 2
TRIPPING STAFF**

COMMUNICATIONS GUIDE

IN THE EVENT OF A LIFE-THREATENING EMERGENCY contact emergency services **first** by hitting the SOS button on your inReach. This is also sent to GLOC office personnel. Next send a custom TULIP message as outlined below.

INREACH USAGE GUIDE

- Send daily check-in message at 8pm using Preset Message #1 (All good)

- **Ideal to wait for GPS signal.** If message is sent as “send anyway” - message will be received but location will not be shared with receiver (which is not overly helpful).

inReach Preset Messages and example use

Message #	Message	Example Uses
Preset #1	All Good	- 8pm check in. - After significant weather event
Preset #2	Breaking Permit - All good - See Location	- Non-emergency route change (no further action is required). Acknowledgment message may not be sent back...assume it was received.
Preset #3	Need to talk - Non-emergency	Potential non-life threatening evac

Please only use the “New Message” (aka custom) option during on-going communications with office personnel (Ex sending a TULIP message).

TULIP = Time, U (your name), Location, Injury, Person (name of injured)

EMERGENCY CONTACT PHONE NUMBERS

ORDER	CONTACT NAME	PHONE NUMBERS
1	Nate Zahn (work)	613-483-7260 ☐
2	Nate Zahn (personal)	613-929-6492 ☐
3	Dan Moser	613-328-5928 ☐
4	Gould Lake Office	613-376-1433 🏠

Please only use the inReach for direct communications with the office or persons on the Emergency Contact list. Please do not use these devices to communicate with other groups, other staff or other members of the public.

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Outdoor Pursuits Program Schedule

	Day 1	Day 2	Day 3	Day 4 – 14	Day 15
Staff Day	Barn 1 Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Barn 2 Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Trip 1 Depart Centennial PS 6:00AM Drop Off at Park	Canoe Trip Temagami	Barn 3 Post-Trip Clean-up Pick up 8:30 AM - Drop off 4:00 PM Centennial PS

BARN DAY 1 SCHEDULE

8:30 – 9:15 Staff arrive at GL

- Meet with program supervisor
- Prep for students to arrive – Pull out boats etc. for canoeing, swim test stuff (coordinate with other groups to make sure multiple sessions aren't doing swim test at the same time).

9:15 – 9:45

- Welcome to GL
- Staff Introductions
- Attendance and name tags
- Games
- Get changed for swim test/canoeing

9:45 – 10:15

- Swim test

10:15 – 12:00

- Canoeing – 4 staff, split into 2 groups - parts, portaging, entering and exiting, forward, backwards, prys and draws, pivots, sideways displacement, safety (MTO's, paddles, PFD's rafting, paddling formation etc.), canoe over canoe rescue. When done, boats could be put right on or near trailer
- Other 4 staff - check in with EQ staff - check stoves, filling fuel, checking tents, stocking/checking FA kits etc.

12:00 – 12:30

- Lunch
- Meet with program supervisor
- Start loading canoe trailer?

12:30– 3:00

- Split into trip groups (given to you on staff day) (this is an opportunity to get to know your group a little bit and go over course/group expectations
- Trip clothing and gear check
- Intro to student manuals and curriculum/course outline. Check in about their pre-course assignment (route/menu planning) and skill lesson.
- Group med checks

3:00-3:15

- Announcements for Day 2 and bus departs!

BARN DAY 2 SCHEDULE

8:30 – 9:15

- Staff arrive at GL
- Meet with program supervisor
- Each tripping pair can set up a spot to pack with their group for the day (remember to keep in mind that we are sharing the conservation area)
- Check in with EQ person, if they have your gear ready you can take it to the spot you chose. (You will be given a gear list to check off)

9:15 – 10:00

- Students arrive
- Game

10:00 – 12:30

- Packing!
- Gear check/gear lessons (care, maintenance and use of stoves, water filters and tents)
- Pack packs (EQ, and personal packs)
- Food check and pack barrels/menu planning (if you can, do a “nutrition and hydration” lesson before you work with students to make a menu plan for canoe trip)
- PFDs/paddles/MTO kits
- Check and load boats
- Please put as much gear and food on the bus as possible!

12:30 – 1:00

- Lunch
- Meet with program supervisor
- Prep materials for the afternoon if hasn't been done already

1:00 – 2:15

- If not done packing...get it done!
- “Goal Setting” lesson (split into trip groups to allow staff to help students individually with setting trip goals)

2:15 – 3:00

- Finish any last packing stuff (between you and your co staff make sure you have, InReach, maps, 1st aid kit, compasses, emerg kits, float plan and evac planners filled out both in manual and online)
- Load bus/trailer

BARN DAY 3 SCHEDULE - POST-TRIP CLEAN UP

8:30 - 9:15

- Staff arrive at GL, quick meeting with supervisor
- Organize spaces for clean up

9:15 - 10:00

- Full session game (Ex Staff vs student logs)

10:00 - 12:30

- Clean up (clean EVERYTHING!). Set out/hang up to dry.
- Make sure student skill checklists are complete (ex if someone hasn't demonstrated tarp set up, put them on that task)
- Supervisor may start meeting with group staff for chats/debriefs.

12:30 - 1:00

- Lunch
- Staff group chats/debriefs with supervisor continued as needed

1:00 - 2:30

- Finish cleaning up (put everything dry away)

2:30 - 3:00

- Final tripping group debrief
- What's next? (OS, WIC?)

3:00 - 3:15

- Final Announcements
- Lost and found
- Bus departs by 3:15.

3:15 -

- Put away last items
- Ensure all areas are clean and organized (upper campground, barn, EQ room, portables etc).
- Large group debrief

OP CANOEING EQUIPMENT

EQUIPMENT	QUANTITY PER GROUP	QUANTITY PER SESSION
Boats	3	12
Paddles	10	40
Tent(4 person) - El Caps 4p	3	12
Guide Tarp	2	8
Tarp	1	4
Canoe Pack	5	20
Equipment Pack	1	4
Barrel Pack	2 or 3	8 or 12
Army/Food bags	as needed	as needed
Food Canoe Rope (50')	2	8
Outback Oven	2	8
Large Pot Set	2	8
Utensil Set	2	8
Cutting Board (large and flexible)	2	8
Cook book	2	8
Work Gloves	2	8
MSR Whisperlite	4	16
Fuel Bottles	10 (6 metal, 4 plastic)	40 (24 metal, 16 plastic)
MSR Miniworks Water Filter	1	4
Sawyer Gravity Bag	2	8
Emerg Kits	2	8
Air Horn	1	4
Repair Kit (Canoe)	1	4
First Aid Kit	1	4
Killarney/Temagami Maps	2	8
Compass	3	12
Map Case/Ziplocs	2/4	8/16
Army Bag	1	4
Cathole Shovel	1	4
MTO Kits	3	12
Inreach	1	4
Toilet Paper	3	12

OP - CANOEING CLOTHING & GEAR LIST

USE/TYPE	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	At least one must be a t-shirt for shoulder protection
1 light long sleeve shirt	For sun/bug protection
Long pants (RAD-rapid-air dry)	NO jeans or jogging pants (not needed if you have wind pants to go over long underwear)
2 Long underwear tops & bottoms	Wool or synthetic material (ex polypropylene) - No cotton
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 net or jacket	Optional
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 and 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.
4 pairs of wool socks	

DO NOT BRING: Any alcohol, cigarettes e-cigarettes, (including vaporizers) or 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.

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

ITEM	USE/TYPE
PFD - Personal Flotation Device	Canadian approved - proper fit with all buckles & straps in working order. Look for the Underwriters Laboratories of Canada (ULC) maple leaf
Sleeping bag	Preferably smallish when packed (recommended 0 degree rating)
4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
Thermarest or insulate pad	Insulate pads may be borrowed from GL. Please try to avoid Thermarests or pads that do not roll up into a small cylinder
Small dry bags	10L bags are great. 20L bags are satisfactory. 30L bags do not fit properly into our packs.
Total of all bags (including your sleeping bag) should not exceed 30L.	
Small nylon stuff sacs	Optional. To organize your personal gear as needed
2 (1 Litre) water bottle(s) with carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic (BPA-free).
Cup, bowl, spoon	Sturdy Tupperware bowl with lid (i.e. "short" Nalgene containers with screw-top lid)
Pocket knife or multi-tool	No blades greater than 4". Must have a locking blade
Lighter and/or matches	Make sure they are in a waterproof bag (i.e. Ziploc)
2 Whistles	1 you wear and 1 attached to your PFD
Headlamp or flashlight	With extra batteries
Insect repellent	No aerosols
Toiletries	Tooth paste, tooth brush, dental floss, hand sanitizer (max 30ml), comb, toilet paper (small roll) in small bag
Sun screen, lip block, sun glasses	Minimum SPF 15 / UVB/UVA (broad spectrum) sunglasses with UV protection
Nylon Cord	~3m in length & diameter of a shoelace.
Menstrual products	Please bring even if you're not expecting your period on trip. Should include the appropriate disposal materials (aluminum foil squares, Ziploc bags & an air-tight container) or proper washing solution if using reusable products
Camera, watch (with alarm)	A watch is very useful to have on trip!
Glasses and/or contacts	Bring extra pair of glasses/contacts in case of damage
Prescription drugs	Please bring 2 sets, Students will keep 1 set & staff will keep other set safe in case 1 is lost or spoiled
OP Manual & pencil	Make sure manual is kept in a waterproofed bag
Trail Food (GORP)	This is your snack for trip. GORP (~100g/day) and/or granola/energy bars. Please ensure all GORP is peanut and tree nut free.
Juice crystals (optional)	(No more than enough for ~1L per day)
Money	For meals on bus ride to and from canoe trip
Disposable Lunch	For the bus ride to canoe trip

MENSTRUAL PRODUCTS DISPOSAL, CARE AND INFORMATION

Please bring appropriate supplies even if you're not expecting your period on trip. If using disposable products, please also bring aluminum foil for disposal. If using reusable products, please bring any specific cleansers that are used at home. We recommend that toiletries/menstrual products and any other disposable materials are kept in a 5L waterproof stuff sac or toiletries bag, separate from your clothing.

At Gould Lake, we believe in "Low Impact Camping", meaning that we attempt to minimize our impact in the areas that we visit, including campsites, portages and hiking trails. Some low impact practices Gould Lake employs include: "packing out" all garbage, using as little toilet paper as possible, ensuring that toilet paper only goes in the outhouse/KYBO where available, and disposing of dish water 50m from water sources.

For menstrual products, we ask that used disposable products (ex. pads and tampons) are disposed of by wrapping them in tin foil and placing them in a designated daily group garbage which is kept accessible in the front of the equipment pack. Each night this garbage will be added to the main group garbage.

While this sounds like a "messy" practice, it is the only responsible, low-impact option. Due to the multiple layers of cotton, synthetic fibres and plastic in these products, they will not biodegrade for many years. Therefore, we do not dispose of these products in outhouses/KYBO nor do we bury or burn them.

For reusable menstrual products such as menstrual cups, we ask that students wash them in a similar method they would at home (clean water and/or clean water and a menstrual product cleaner). For reusable clothing products (Ex. menstrual underwear or reusable pads) we ask that students rinse the products in the lake, allow the items to dry and then place them in a plastic bag in their stuff sack so they can be packed out for the remainder of trip. Please note, if students are using reusable clothing products we ask that students bring two pairs per day of their cycle.

Please keep in mind these practices not only support Gould Lake's goal of being a low impact organization, but are also regulated by provincial and national parks. Failure to abide by park regulations & rules could lead to legal implications and fines towards the Gould Lake Outdoor Centre and/or individuals.

TRIP PAPERWORK



TEMAGAMI (NORTH) EVACUATION POINT SUMMARY

ACCESS POINT	LOCATION	COMMUNICATIONS AVAILABLE
Mowats Landing Cottages	End of Rte 588 Phone: 705-647-2550 or 705-676-7350	- Road access - Cottage Rental office - Outfitter
Ellen Island Camp	Lady Evelyn Lake, Unorganized West Timiskaming District, ON POJ 1K0 Phone: +1-705-313-4581	- No road access (it's an island...) - Motor boat access
Camp Wanapitei	2841 Red Squirrel Road Temagami, ON POH 2H0 Sandy Inlet (Ferguson Bay) of Lake Temagami. Primary line: 705. 492. 8323. Secondary line: 705. 237. 8830 (this is a radio phone. Please speak loudly and clearly).	- Road access - Plane access
Twinkle Lake	East side of Twinkle Lake. End of 220 m portage. There is a campsite there as well.	Logging road access
Diamond Lake		Logging road access
Chance Lake	Access 19b (Maps by Jeff)	Logging road access
Lower Goose Falls	Access S13 (Maps by Jeff)	Logging road
Lakeland Airways (Darren)	Private float plane charter	Phone (705) 569-3455

TEMAGAMI (SOUTH-WEST) EVACUATION POINT SUMMARY

ACCESS POINT	LOCATION	COMMUNICATIONS AVAILABLE
27 - Sportsmans Lodge Wilderness Resort.	240 Kukagami Lake Road, Wanapitae, Ontario, POM 3C0 Phone: 705-853-4434 Toll free: 1-877-708-8882	<ul style="list-style-type: none"> - Road access - Permit office and outfitter - Phone - People
26 - Matagamasi Lake Road.	South end of Matagamasi Lake	<ul style="list-style-type: none"> - Road access - Lots of cottages around - Public boat launch
Outpost for Algonquin Parks Camp Ahmek and Camp Waomeo.	North end of Maskinonge Lake Phone: 705-805-9819	<ul style="list-style-type: none"> - Run by Amanda Filoso - Accessible by boat
Bushy Bay Road.	@ North end of Silvester Lake via creek @North end Wolfe Lake via 185m portage over falls or half way through 315m portage toward Laundry Lake.	<ul style="list-style-type: none"> - Road access only
28a - Jonas' Lodge	South end of Maskinonge by the dam.	<ul style="list-style-type: none"> - Road access

EVACUATION PLANNER

DAY	DATE	CAMPSITE LOCATION	EVACUATION OPTION 1 (DISTANCE, PORTAGES, NOTES)	EVACUATION OPTION 2 (DISTANCE, PORTAGES, NOTES)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

ROUTE REVIEW

COURSE:		LOCATION:				INSTRUCTOR'S NAMES:	
DATE	TIME ON/OFF	CAMPSITE LOCATION OR # AND RATING (1 - 10)	DISTANCE TRAVELED	DISTANCE PORTAGED	CELL SIGNAL? (Y/N) - OPTIONAL	EVENTS / DIFFICULTY / CAMPSITE DETAILS	

ROUTE REVIEW

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

EVACUATION PLANNER

DAY	DATE	CAMPSITE LOCATION	EVACUATION OPTION 1 (DISTANCE, PORTAGES, NOTES)	EVACUATION OPTION 2 (DISTANCE, PORTAGES, NOTES)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

PRESCRIPTION MEDICATION LOG

COURSE:	COURSE DATES:	LOCATION:	INSTRUCTORS:
Please record the general information for each student with a prescribed medication. Record the date and each time the medication is administered. Please initial every time the medication is provided to the student.			
Student Name:	Date:	Date:	Date:
	Time	Time	Time
	Initial	Initial	Initial
Med:			
Dose:			
Scheduled Time(s):			
Student Name:	Date:	Date:	Date:
	Time	Time	Time
	Initial	Initial	Initial
Med:			
Dose:			
Scheduled Time(s):			
Student Name:	Date:	Date:	Date:
	Time	Time	Time
	Initial	Initial	Initial
Med:			
Dose:			
Scheduled Time(s):			
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	Time	Initial	Time	Initial	Time	Initial	Time
Med:							
Dose:							
Scheduled Time(s):							

Student Name:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
	Time	Initial	Time	Initial	Time	Initial	Time
Med:							
Dose:							
Scheduled Time(s):							

Student Name:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
	Time	Initial	Time	Initial	Time	Initial	Time
Med:							
Dose:							
Scheduled Time(s):							

Student Name:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
	Time	Initial	Time	Initial	Time	Initial	Time
Med:							
Dose:							
Scheduled Time(s):							

LIABILITY LOG

DATE	NAME	WEATHER / CONDITIONS	LIABILITY DESCRIPTION / LOCATION	INITIAL TREATMENT	SUBSEQUENT TREATMENT & FOLLOW-UP PLAN

LIABILITY LOG

DATE	NAME	WEATHER / CONDITIONS	LIABILITY DESCRIPTION / LOCATION	INITIAL TREATMENT	SUBSEQUENT TREATMENT & FOLLOW-UP PLAN

LIABILITY LOG

COURSE:	LOCATION:	INSTRUCTOR'S NAMES:
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In the unlikely event of a liability lawsuit regarding the trip, it is necessary to have on file the information that would be useful several years later when litigation takes place. Please record all cuts, bruises, scrapes, pulled muscles, etc., as well as the initial and subsequent treatment. Use a soap note for more serious medical/accident situations (especially for evacuations).

DATE	WEATHER / CONDITIONS	LIABILITY DESCRIPTION / LOCATION	INITIAL TREATMENT	SUBSEQUENT TREATMENT & FOLLOW-UP PLAN

LIABILITY LOG

DATE	NAME	WEATHER / CONDITIONS	LIABILITY DESCRIPTION / LOCATION	INITIAL TREATMENT	SUBSEQUENT TREATMENT & FOLLOW-UP PLAN

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GOULD LAKE ACCIDENT REPORT FORM - INFORMATION

Your report provides a record of patient care, a basis to analyze illness and injury data and it serves as a legal document. If the patient is evacuated to a doctor or hospital, one copy should accompany the patient and one must stay with the course paperwork with the group to be kept on file in the office.

CHIEF COMPLAINT: PQRST

P - refers to what provokes the pain

Q - is the quality of pain (ie. is it sharp, dull throbbing)

R - refers to where the pain might radiate to or from

S - is the severity of the pain on a scale of 1-10 (with 10 being the most severe)

T - refers to the amount of time it has been hurting for

HISTORY AND MECHANISM OF INJURY (MOI):

State the events that occurred which caused the patient's illness or injury. Name any witness to the accident.

Example: John Doe saw "the patient" fall approximately 2 metres while climbing a boulder on his/her free time and landed on a small rock which caused the right foot to roll inward.

VITAL SIGNS:

1. Level of Consciousness (LOC) - Scale

- AOX4 (Alert and Oriented times four) to person (who they are), place (where they are), time (know the time of day approximately), and event (know what happened).
- If they respond only to your voice record that they are responsive to verbal stimuli.
- If they respond only to pain (when you pinch them) record that they are responsive to pain stimuli.
- If they do not respond to any of the above record that they are unresponsive.

2. Blood Pressure (BP):

- Without a blood pressure cuff, blood pressure can be roughly taken using the pulse. The pulse farthest from the heart indicates the highest blood pressure. The following pulses are taken as they are the ones that are farthest from the heart that can be felt.
- Foot pulse: 90mm blood pressure or above
- Radial pulse (and no foot pulse): 80mm
- Femoral or brachial (or under arm) pulse (but no foot or radial pulse): 70mm
- Carotid pulse only: 60mm
- Significance of Blood Pressure: It is a late changing phenomena and at 70mm indicates that internal organs are deteriorating from lack of oxygen. Blood pressure changes will allow you to monitor large changes in patient's condition.

3. Capillary Refill Time:

- It is particularly important if a limb is injured that this be carefully checked. It can indicate that blood is not reaching the farthest (distal) portion of the limb.

4. Vitals Should Be Monitored:

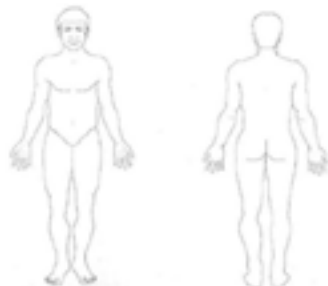
- Every 15-20 minutes directly after a significant injury. Less often but regularly as an evacuation takes place with a stable patient.

Normal Limits For Vitals Are:

- Heart rate (HR) 60-80 regular and strong;
- Respiratory rate (RR) 12-20 regular and easy;
- Skin is pink, warm and dry;
- Blood pressure is 140-90 mm;
- Capillary refill time is less than 1 second.
- Pupils are equal, round and reactive to light
- Temperature is normal at 37 celcius or 98.6 F

ACCIDENT REPORT FORM – SOAP NOTE

Leaders Names:		
Patient Name:	Age:	Sex: M F
Course:		Incident Date:
Incident Location:		Incident Time:

Chief Complaint	
MOI	
Patient Exam – head to toe – Describe locations of pain and injuries.	<div style="text-align: center; margin-top: 100px;">  </div> <p style="text-align: center; font-size: small; margin-top: 10px;">Please use diagram to mark location of pain and/or injuries</p>

Medical History	A	Allergies						
	M	Medications						
	P	Past/Pertinent History						
	L	Last Meal/ Oral intake						
	E	Events leading to incident						
Vitals	TIME	LOC	RR	HR	TEMP	SKIN	PUPILS	BP
Assessment	Treatment provided:							
	Details of further treatment and/or evacuation plans:							
Plan								

GOULD LAKE ACCIDENT REPORT FORM - NOTES

GOULD LAKE ACCIDENT REPORT FORM - INFORMATION

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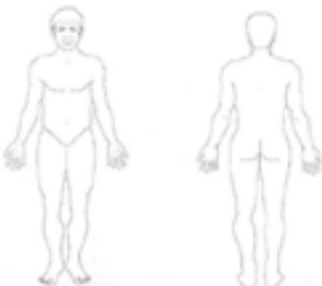
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ACCIDENT REPORT FORM – SOAP NOTE

Leaders Names:		
Patient Name:	Age:	Sex: M F
Course:		Incident Date:
Incident Location:		Incident Time:

Chief Complaint	
MOI	
Patient Exam – head to toe – Describe locations of pain and injuries.	<div style="text-align: center; margin-top: 100px;">  </div> <p style="text-align: center; font-size: small;">Please use diagram to mark location of pain and/or injuries</p>

Medical History	A	Allergies						
	M	Medications						
	P	Past/Pertinent History						
	L	Last Meal/ Oral intake						
	E	Events leading to incident						
Vitals	TIME	LOC	RR	HR	TEMP	SKIN	PUPILS	BP
Assessment	Treatment provided:							
	Details of further treatment and/or evacuation plans:							
Plan								

GOULD LAKE ACCIDENT REPORT FORM - NOTES

CRITICAL INCIDENT CALL INFORMATION FORM

(Leave this copy in the manual with the group)

INFORMATION REQUIRED WHEN CALLING FOR ASSISTANCE	
BACKGROUND INFORMATION	
Caller's Name:	
Course/Session:	
Staff Involved:	
Date/Time:	
Sat Phone #:	
Current Location:	
Grid Ref Or Lat/Long:	
INCIDENT INFORMATION	
Is this an Emergency? What happened?	
Who is involved?	
What actions have already been taken?	
Have authorities been contacted? If so, who?	
PLAN OF ACTION	
What immediate logistical support is required?	
How and when will we communicate next: (Be sure to plan this before hanging up)	

EVACUATION ROUTE PLANNER

(Leave this copy in the manual with the group)

Course:	Leaders Names:
Considerations:	
Time required:	Distance to travel:
Terrain?	
Weather conditions? Safe? Yes / No	
Conditions of patient?	
Equipment and food required?	
Mental and physical conditions of the group?	

EVACUATION, CAMPSITE AND TRAVEL INFORMATION

Route:			
Name of individuals in the evac. team:			
Departure time of evac. team:			
Date / Day	Campsite Location	Evacuation Point.	Time to Evac. Point.
Return trip route:			
Estimated return time to group:			
Campsite locations:			
Contingency plan in case the messenger team is delayed:			

EVACUATION PLANNER NOTES

CRITICAL INCIDENT CALL INFORMATION FORM

(Evacuation party takes this copy)

INFORMATION REQUIRED WHEN CALLING FOR ASSISTANCE	
BACKGROUND INFORMATION	
Caller's Name:	
Course/Session:	
Staff Involved:	
Date/Time:	
Sat Phone #:	
Current Location:	
Grid Ref Or Lat/Long:	
INCIDENT INFORMATION	
Is this an Emergency? What happened?	
Who is involved?	
What actions have already been taken?	
Have authorities been contacted? If so, who?	
PLAN OF ACTION	
What immediate logistical support is required?	
How and when will we communicate next: (Be sure to plan this before hanging up)	

EVACUATION ROUTE PLANNER

(Evacuation party takes this copy)

Course:	Leaders Names:
Considerations:	
Time required:	Distance to travel:
Terrain?	
Weather conditions? Safe? Yes / No	
Conditions of patient?	
Equipment and food required?	
Mental and physical conditions of the group?	

EVACUATION, CAMPSITE AND TRAVEL INFORMATION

Route:			
Name of individuals in the evac. team:			
Departure time of evac. team:			
Date / Day	Campsite Location	Evacuation Point.	Time to Evac. Point.
Return trip route:			
Estimated return time to group:			
Campsite locations:			
Contingency plan in case the messenger team is delayed:			

EVACUATION PLANNER NOTES

GOULD LAKE ACCIDENT REPORT FORM - INFORMATION - EVAC COPY

Your report provides a record of patient care, a basis to analyze illness and injury data and it serves as a legal document. If the patient is evacuated to a doctor or hospital, one copy should accompany the patient and one must stay with the course paperwork with the group to be kept on file in the office.

CHIEF COMPLAINT: PQRST

P - refers to what provokes the pain

Q - is the quality of pain (ie. is it sharp, dull throbbing)

R - refers to where the pain might radiate to or from

S - is the severity of the pain on a scale of 1-10 (with 10 being the most severe)

T - refers to the amount of time it has been hurting for

HISTORY AND MECHANISM OF INJURY (MOI):

State the events that occurred which caused the patient's illness or injury. Name any witness to the accident.

Example: John Doe saw "the patient" fall approximately 2 metres while climbing a boulder on his/her free time and landed on a small rock which caused the right foot to roll inward.

VITAL SIGNS:

1. Level of Consciousness (LOC) - Scale

- AOX4 (Alert and Oriented times four) to person (who they are), place (where they are), time (know the time of day approximately), and event (know what happened).
- If they respond only to your voice record that they are responsive to verbal stimuli.
- If they respond only to pain (when you pinch them) record that they are responsive to pain stimuli.
- If they do not respond to any of the above record that they are unresponsive.

2. Blood Pressure (BP):

- Without a blood pressure cuff, blood pressure can be roughly taken using the pulse. The pulse farthest from the heart indicates the highest blood pressure. The following pulses are taken as they are the ones that are farthest from the heart that can be felt.
- Foot pulse: 90mm blood pressure or above
- Radial pulse (and no foot pulse): 80mm
- Femoral or brachial (or under arm) pulse (but no foot or radial pulse): 70mm
- Carotid pulse only: 60mm
- Significance of Blood Pressure: It is a late changing phenomena and at 70mm indicates that internal organs are deteriorating from lack of oxygen. Blood pressure changes will allow you to monitor large changes in patient's condition.

3. Capillary Refill Time:

- It is particularly important if a limb is injured that this be carefully checked. It can indicate that blood is not reaching the farthest (distal) portion of the limb.

4. Vitals Should Be Monitored:

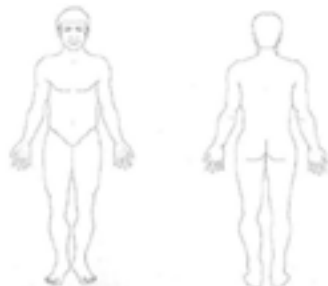
- Every 15-20 minutes directly after a significant injury. Less often but regularly as an evacuation takes place with a stable patient.

Normal Limits For Vitals Are:

- Heart rate (HR) 60-80 regular and strong;
- Respiratory rate (RR) 12-20 regular and easy;
- Skin is pink, warm and dry;
- Blood pressure is 140-90 mm;
- Capillary refill time is less than 1 second.
- Pupils are equal, round and reactive to light
- Temperature is normal at 37 celcius or 98.6 F

ACCIDENT REPORT FORM – SOAP NOTE - EVAC COPY

Leaders Names:		
Patient Name:	Age:	Sex: M F
Course:		Incident Date:
Incident Location:		Incident Time:

Chief Complaint	
MOI	
Patient Exam – head to toe – Describe locations of pain and injuries.	 <p style="font-size: small; margin-top: 5px;">Please use diagram to mark location of pain and/or injuries</p>

Medical History	A	Allergies						
	M	Medications						
	P	Past/Pertinent History						
	L	Last Meal/ Oral intake						
	E	Events leading to incident						
Vitals	TIME	LOC	RR	HR	TEMP	SKIN	PUPILS	BP
Assessment	Treatment provided:							
	Details of further treatment and/or evacuation plans:							
Plan								

GOULD LAKE ACCIDENT REPORT FORM - NOTES - EVAC COPY

LOST/MISSING PERSONS REPORT

STEPS:

1. Interview the other students to determine if the missing person(s) had any plans or made any unusual comments.
2. Staff members will perform a “hasty search” (includes water, kybo, tents and danger areas)
 - a. Covering a circular area close to the Point Last Seen(PLS) as well as a reasonable distance on the trails accessible near the PLS
 - b. Blowing their whistles in unified long blasts and then listening for 1 minute for a response
 - c. The group must stop any activity they are engaged in until the situation has been resolved. (the remaining group must be supervised, attended to and accounted for.)
3. For a more detailed search see additional lost procedures protocols located in your staff resource manual.

NOTES:

Missing person(s) name:
Physical condition (health, fatigue, injuries, glasses, mood):
Any important medical conditions (do they have meds with them):
Clothing description:
Time and place last seen:
What equipment did the person have ? (clothes, shelter, food, fire, meds, maps etc.):
What steps have already been taken?:
Next steps (point form plan):

LOST/MISSING PERSON(S) EVENTS JOURNAL:

TIMES	ACTIONS TAKEN	PEOPLE INVOLVED	DETAILS

PRE TRIP PAIRING QUESTIONS

1. What are the most important lessons you have learned about working relationships?
2. What are your personal strengths?
3. What are things/situations that cause you stress?
4. What is the best way for someone to approach you when you are stressed or angry?
5. Do you have any concerns or reservations about this trip?
6. If we have a difference of opinion, how would I best be able to tell you that we are not on the same page?
7. When presenting information to a group, would you prefer I hold my comments until you have finished or are you okay with me jumping in?
8. What are 3 expectations you have for yourself for trip?
9. What are 3 expectations you have of me?
10. How do you respond when things don't go the way you plan or like?
11. Do you need alone time each day? How can that be best structured in?
12. Are there any personal habits you feel I should know about?
13. What are 3 policy related questions we need to clarify with the lead facilitator?

FEEDBACK ON PROGRAMS

Your feedback is essential to making our programs the best they can be. Please offer any constructive insights that may contribute to the ongoing improvement of this course.

PROGRAM/SESSION _____ **TRIP ROUTE** _____

STAFF INVOLVED IN THE FEEDBACK _____

PRE COURSE COMMUNICATION

Were you prepared for this course? Did you use the online resources or other resources available at the barn/office? Were they helpful? What could have helped you be more prepared?

PROGRAM STAFF DAYS

What would you like included in the future?

DAYS AT THE BARN

Did the barn days provide enough information/skills for students prior to trip? What else would you include? What would you take away? Did they provide enough time for staff to be prepared? How could we alter the schedule to make better use of the time at the barn? What advice would you give to next session – what worked well/not so well that isn't in the barn day literature?

TRIP MANUALS / BARN BOOKS / STUDENT MANUALS

What could be added or eliminated? Why? Could they be better organized? How? Other thoughts?

TRIPPING EXPERIENCE

(ROUTE, PROGRAM CONTENT ON TRIP, TRANSPORTATION, FOOD, EQUIPMENT...)

Taking your group's strengths and weaknesses into consideration as well as our mission to provide an experience accessible to as many students as possible, how can we improve the trip experience for all students?

STUDENT PERSPECTIVE (THROUGH ANECDOTAL EVIDENCE OR DISCUSSION)

Did your students enjoy the program? What did they like the most? Why? What did they like the least? Why?

Were your students challenged? Can Gould Lake assist in creating more unique, age/experience appropriate challenges within this program? How?

Did your students grow as individuals? Why or why not? Can Gould Lake assist in this respect? How?

ADDITIONAL THOUGHTS

TRIP LEADER TO TRIP LEADER FEEDBACK

This could be done on paper or in person and recorded later.

Program: Feedback given by:

Session: Feedback given to:

We hope that you and your co-staff get the opportunity to sit down and chat about how trip went. This can help you improve your skills for your next Gould Lake excursion. Use this area of your manual in a way that is most beneficial to you and your co-staff.

Some ideas for things you and your co-staff could discuss are:

- Was this trip a success? Why/Why not?

- How did you work as a trip leader team?
Or (What is your greatest asset as a trip leader team?)

- How effective were our lessons?

- Did we learn something new from each-other that we could use during our next trip?

- How are we contributing to student learning?

- Were the students provided with ample opportunity and support to reach the goals they set for themselves?

- How did we help foster an appreciation for the area we were travelling in?

- Did we take the steps to help improve group morale as needed?
(Was there a time we could have done this more actively?)

- Did we share the trip responsibilities equally?
(what could we have done to divide them fairly?)

- Could we trip together again?

ACTION PLAN (NEXT STEPS)

This is a page for you to write on and tear out if you wish. Examples of what might be worth remembering are positive things your co-staff said about you, information you would like to look up before leaving on your next trip, and things to improve on and/or new things (goals) to try.

ACTION PLAN (NEXT STEPS)

This is a page for you to write on and tear out if you wish. Examples of what might be worth remembering are positive things your co-staff said about you, information you would like to look up before leaving on your next trip, and things to improve on and/or new things (goals) to try.

STAFF RESOURCES



STAFF GUIDE TO LESSONS, STUDENT WORKBOOK AND STUDENT REFLECTIONS

These outlines are intended to provide you with a clear and concise summary of what you are required to teach during your Outdoor Pursuits course. It is imperative that this content be followed to ensure that students are receiving the full course curriculum, that there is consistency between different trip groups and different sessions, and to allow students to become the strongest wilderness travellers and leaders they can be.

This is by no means an exhaustive resource for teaching the OP course, but rather a condensed collection of quick-reference notes that will be with you on trip. How you choose to deliver this content is largely up to you! **There are no lesson plans provided so you'll need to design your own. Resources are available on the Gould Lake website, in your staff manual, your extra student manual, at the Barn, and in the Office.**

Before teaching any lesson, be sure to check the following ...

- These lesson expectations
- Any relevant ORCKA expectations
- The assessment rubric

As an OP instructor, you will be asked for assistance by your students when assignments are challenging or students do not understand what is required of them. To save yourself from being overrun with questions you might try passing along these helpful hints before setting the students off to complete these assignments. Additionally, you are supplying students with the keys to success!

For each lesson you deliver, please do your best to role model good teaching!!

- **Be prepared**
- **Know the material**
- **Adapt your teaching and lessons to your students learning needs**
- **Make your lessons engaging and fun**
- **Be open to feedback (from co-staff and students) and do even better next time!**

“What you do has far greater impacts than what you say”

OUTDOOR PURSUITS LESSON CHECKLIST & GUIDE

BARN DAY 1

- Trip Gear and Clothing
- Tandem Canoe Skills

BARN DAY 2

- Nutrition and Hydration/Menu Planning
- Menu plan in 2 separate groups for 8 day trip with guidance from staff.
- Goal Setting - *Student Journal Reflections*

DAY 1 OF TRIP

- Lesson on Lessons and Intro to Skill Lesson - *Pre-course Assignment*
- Water Purification -
- Stove Use and Safety -
- Time Control Plans (TCPs)
- Leader of the Day Responsibilities (LOD)

EARLY

- Navigation/Orienteering - *Before Day 4.*
- Personal Hygiene and Environmental Ethics (*Revisit*)
- Safe Portaging - Day 1 or 2
- Bear and Animal Proofing and Safety - *Day 1*
- Knots
-

ANYTIME

- Weather
- First Aid
- Stress Management
- Risk Management
- Maps and Trip Planning

1. LESSONS – TRIP GEAR & CLOTHING

This is a simple introduction to trip meant to explain to the students why we have the gear that we do and why we require them to bring the clothes which are on their packing list. Just do this while checking personal and group gear (explain why they cannot bring that hoodie they wanted, why Gortex is better than regular plastics, etc.) Emergency & First Aid Gear

- Tents & Thelma Flies
- Compass, GPS, Sat Phone
- Stove, cooking gear, lighters, etc.
- Wool/fleece/poly clothing vs cotton
- Rain Jacket & hats (sun & toque)
- Sleeping bag & Thermarest

2. LESSONS – NAVIGATION

This is one of the essential skills for students. While you should teach them how a GPS works, it is far more important to teach how to take bearings and triangulate as they will need this in future years and it will always be possible to use. Please ensure that you yourself understand these techniques prior to teaching them. Extra info is available in the “reference” section of your staff manual.

- **Review:** parts of a map, using landmarks, parts of a compass, how to use a compass,
- Orient a map using a compass.
- Use UTM and Latitude/Longitude coordinates to identify specific locations.
- Using declination
- Identify and explain the meaning of the “3 Norths.”
- Triangulate to find their current location as LOD
- Take a bearing to reach a campsite, portage, or landmark as LOD
- Reading, calculating and translating contour lines

3. LESSONS - TANDEM CANOE SKILLS

By the time students get to OP, they should already have a good understanding of how to canoe properly, how to be safe while canoeing and proper travel techniques. OP is a great time to allow students to refine their sterning skills, endurance while paddling and to become more comfortable in the canoes. Please give students every opportunity to practice and make sure to provide feedback as required. Students should be comfortable enough with the skills in order to break them down into phases of movement.

- **Review:** Parts of a paddle, parts of a canoe, basic canoe strokes (pry, draw, forward, backwards etc.), entering, exiting, landing, launching
- Trip safety: not in the dark, stay close to shore, rafting, canoe over canoe etc.
- Care of equipment

4. LESSONS – NUTRITION & HYDRATION

There will be a few cooking mistakes by OP students when they work in their own food groups during the hiking trip so try to teach them as much as possible during the canoeing portion; **Please allow students to do most, if not all of the work with staff stepping back as a resource only.**

- Plan well-balanced and nutritious meals (proteins, carbs, fats)
- Understand the classes of nutrients
- Be able to cook tasty meals
- How much water to drink (no more than 1L an hour, and at least 3L per day)
- Understanding malnutrition and what will happen if you do not eat enough (tired, lethargic, nausea, etc.)
- People need anywhere from 2500-4500 calories a day depending on many factors, such as: Body weight, height, metabolism, physical exercise etc.

5. LESSONS – GOAL SETTING

This should be spoken about before trip or on the first day in order to allow students to set goals for trip (in journal section) as well as be able to answer some questions on the tests.

- SMART goals
- Fitness goals
- Skill goals
- Social goals
- Personal growth goals

6. LESSONS – LESSON ON LESSONS

This is a very important lesson to help students understand the benefits to teaching good lessons as it is a great way to share information and for people to learn new things. Teaching lessons is also a very good leadership quality that can be used later in life. As staff, make sure that any lesson you do, you are leading by example.

- IDEAS model
- Using lesson plans
- Use visual aids (canoe, thermarest, objects, people, etc.)
- Hand gestures, eye contact, etc.
- Make sure that you are aware of group and individuals needs along with classroom/environment set up
- Don't read/know your material/be prepared!!

7. LESSONS – WATER TREATMENT

This is important to ensure that the group stays healthy and that all students are capable of providing the group with safe water as LODs. Resources are available in the “reference” section of your staff journal.

- Explain the importance of water treatment and the potential consequences of improper treatment.
- Identify the three main categories of waterborne pathogens, and the symptoms/illnesses they cause.
- Identify common waterborne pathogens in our tripping areas.
- Describe several different methods of water treatment, and advantages/disadvantages of each (boiling, filters, purifiers).
- Demonstrate proper use and cleaning of Gould Lake filters.

8. LESSONS – FIRE LIGHTING, STOVE LIGHTING & SAFETY

These are essential skills for students and safety is the most important topic when around stoves and fires. Stoves are the main way food will be prepared on trip while fires can be a lovely way to end a day. This lesson should be completed on the first night. Look at “References” in your staff manual for info on stoves.

- Identify the three requirements for any fire (fuel, oxygen, spark).
- Comprehend the parts of a stove and how to take apart/clean/reassemble.
- Understand the difference between tinder, kindling and fuel wood.
- Identify and explain appropriate safety considerations around camp stoves and fires.

9. LESSONS – TIME CONTROL PLAN (CANOEING)

Students should understand how to complete a TCP from the combination of maps & trip planning along with navigation lessons. Feel free to reiterate if you feel it is necessary otherwise simply assign them to complete their TCP the night before one of their days as LOD.

***TCP assignment should be completed. ***

10. LESSONS - STOVE USE AND SAFETY

- Fueling well away from cooking area
- Announcing when a stove is being lit, or when a hot pot or pan creates a potential hazard
- Avoiding stove use in areas that are frequently walked through
- Squatting when lighting (rather than sitting)
- Ensuring hair, scarves, loose clothing, etc are tied back before using a stove
- Allowing stove to cool before refueling or packing away
- Igniting the match/lighter before opening the gas valve
- Keeping fuel bottles well away from a lit stove
- Not using a stove on a flammable surface
- Always using a stove on the ground, rather than a table, bench, rock

11. LESSONS – LOD RESPONSIBILITIES

All that needs to be covered here is a detailed breakdown of the day and what the LOD is expected to think of the night before and then execute the next day. This lesson should be completed at the barn or on the first day.

- Wake everyone up/bring in food canoe/make sure cooks & dishwashers are on duty
- Motivate the group
- Get folks in canoe groups and on the water
- Take water/GORP breaks
- Have lunch in a fun spot
- Organize portages
- Scout/pick a safe campsite
- Set up Thelma fly, get new water, put out bear canoe
- Make the day fun!

There are questions throughout the student journal to help with learning

12. LESSONS – PERSONAL HYGIENE & ENVIRO ETHICS

The basics should be explained so that students do not come back from trip with an avoidable illness, a tooth falling out, or having destroyed a lovely area of forest. Demonstrate it for your own wellbeing and to show them a role model. The “reference” section in your staff manual has some good facts.

- Describe/demonstrate proper low-impact techniques for waste disposal (human, food, dishwater 50 meters from water, campsite, trails etc.).
- Describe/demonstrate low-impact camping and hiking techniques (firewood, single file, etc.).
- Exhibit leadership in practicing and promoting appropriate environmental ethics.
- Remain well hydrated as well as clean when around food.
- Remain hygienic by swimming, washing hands, disinfecting when necessary, properly washing dishes.
- Explain what impacts we still have on the environment despite these practices (creating trails, burning brush, etc.)

13. LESSONS – SAFE PORTAGING

The idea here is just to give a quick review before your first portage on trip.

- How to lift and lower a pack/barrel (by handles only, not straps; using a rock or log or friend to help you take a rest break, adjusting straps to reduce risk of injury from falling)
- How to lift and lower a canoe (teepees, self-lifts, safety, using a teepee tree)
- Staying in partners for safety

14. LESSONS – BEAR/ANIMAL SAFETY/PROOFING

Try to cover a broad range of concepts including different animal proofing techniques (and what situations are and are not appropriate) as well as how to avoid or deal with an animal encounter. There is some useful info in the “reference” section of your staff manual.

- Identify species of bears found in Canada (physical differences and traits)
- Techniques to minimize bear/moose encounters and how to handle them should they occur
- Explain/Demonstrate proper food canoe, food hang, food clump, etc. (Don't use food hang overnight though)

15. LESSONS – KNOTS

Knots are a really useful skill for many tasks on trips of any type. Try to have students repeatedly use these knots as often as possible to reinforce how to tie them.

- Consistently tie bowline, slip and trucker's hitch knots.
- Identify and regularly use the appropriate knot for each need.

16. LESSONS – WEATHER, FORECASTING & LIGHTNING SAFETY

Students should be able to understand the basics of clouds and weather and what signs are good and bad. Along with this it is quite important for them to know what to do in the event of a thunderstorm. This does not need to be taught as a formal lesson, instead you can work on it daily to talk about the weather you are seeing. Look at the “reference” section of your staff manual for more information.

- Cirrus, Cumulus, Stratus clouds
- Cirro, Alto, Strato and Nimbus/Nimbo types of the previous clouds
- The three ways in which rain can occur (Convective, Frontal and Orographic)
- Gould Lake's 30/30 rule for thunder and lightning
- How to avoid being hit by lightning (thermarest/PFD beneath you, crouch, ankles touching, not on roots, not touching trees or tent poles, etc.)

17. LESSONS – FIRST AID/EMS

This is an essential set of skills for any wilderness traveller. Please feel free to expand on them if you wish. Resources are available in the “reference” section of your staff manual.

- Essential physical contents of a first aid kit and usage of each item.
- Essential medicinal contents of a first aid kit and usage/dosage of each item.
- What to do if you find a victim (basic hazard check and then how to find help)
- Signs symptoms and prevention of the following common ailments:
 - Hypothermia/Hyperthermia
 - Sun & wind exposure injuries
 - Burns (1st, 2nd & 3rd)
 - Bleeding (RED)
 - Sprains, strains, fractures

***Students can now complete the “First Aid and Risk Management workbook activity”. ***

18. LESSONS – STRESS MANAGEMENT

This is an important tool for a healthy lifestyle and positive relationship with both yourself and others.

- Common signs and symptoms of stress
- Common methods to deal with stress

19. LESSONS – RISK MANAGEMENT

This will be a basic introduction explaining how to identify risks associated with an activity and ways to reduce or mitigate the risk. Make sure they know how to utilize the frequency/severity graph.

- Identify common risks for all OP trips
- Identify simple practices to minimize and/or mitigate these risks.
- Explain the concept of risk management and how to use a risk frequency/severity graph.
- Relate this to some of the decisions they are making as LODs

20. LESSONS – MENU PLANNING

This will just follow up on the Nutrition and Hydration lesson, it is only necessary to remind students about the nutrients required in meals and then get them to do the assignment.

- Staff should be helping to facilitate this menu plan in order to help students get a better understanding of balanced trip diets and why we bring the food we do. Example: proteins, carbs etc.

20. LESSONS – MAPS & TRIP PLANNING

Trip planning is a new skill for students while maps should be a review. This is an essential skill set for students to be able to go on trips on their own in the future. Here we will be teaching them how to use the maps we give them as well as how to plan their own trip in the future. Extra information is available in the “reference” section of your staff manual.

- Identify the components of a map (legend, scale, contours, landmarks, etc.)
- Orient a map using landmarks
- Capable of measuring distances as well as estimate travelling time

21. LESSONS - PHASES OF MOVEMENT

You can use the example given in the student manual to help you explain the 3 phases along with the resource page in your staff manual. We as staff would like to make this a standard in the way we teach all skills while on trip as this is what students are taught in physical education with school.

*** there is an exmple in your staff manual***

FEEDBACK ON OP LESSON EXPECTATIONS

Please provide any thoughts you have on improvements that could be made to these lesson expectations or the way they are presented.

MID TRIP ASSESSMENT



ORCKA CANOE TRIPPING LEVEL 1 - MID TRIP CHECK-IN

SKILL CHECKLIST	STUDENT NAMES									
SAFETY										
Swimming & treading water										
Retrieving a swamped canoe										
Canoe over canoe rescue										
Self rescue										
Line toss & rescue										
Communications										
SKILLS										
Canoeing										
Food & menu planning										
Packing										
Navigation										
Campsites & shelters										
Fires & stoves										
Knots & lashings										
Portaging										
Canoe trip										
THEORY										
Canoeing heritage										
Canoe design & construction										
Trip planning (pre-course assignment)										
Canoe tripping gear										
Clothing & personal effects										
Tools & repair kits										
Canoeing first aid										
Weather interpretation										
Environmental practices										
Canoeing resources										

ORCKA CT1 - OVERVIEW

TOPIC	DETAILS
Swimming & treading water	Barn day - Swim test
Retrieving a swamped canoe	Barn day - canoe skills (Canoe over canoe)
Canoe over canoe rescue	Barn day - canoe skills (Canoe over canoe)
Self rescue	Barn day - canoe skills (Canoe over canoe)
Line toss & rescue	Barn day - canoe skills (staff demo on land)
Communications	Barn day - canoe skills (Ex whistles/paddles/arms)
Canoeing	Trip
Food & menu planning	Barn day food pack and ongoing trip
Packing	Barn day packing, trip mornings
Navigation	See trip group lesson, uses skills while LOD
Campsites & shelters	Demos setting up tent and tarp, ID what makes a good site, and campsite set up (Ex kitchen, tents, bathroom area etc)
Fires & stoves	Demo how to safely light, use, clean and maintain.
Knots & lashings	Learns to tie: Overhand, Fig-8, bowline, half hitch, clove, truckers, reef, Fig-8 bend.
Portaging	Trip - Active participation
Canoe trip	Trip - Active participation
Canoeing heritage	On trip student reading or group discussion: demo an introductory knowledge of both the diverse roles of the canoe in the Canadian heritage and the evolution of recreational canoe tripping. (Resource in student manual)
Canoe design & construction	Barn day - canoe skills, or on trip discussion: advantages and disadvantages of various canoe designs that may be used in a canoe tripping context. They should be familiar with different construction methods and materials used in the manufacture of tripping canoes. (Resource in student manual)
Trip planning	Route review with group and TCPs as LOD
Canoe tripping gear	Barn day - gear pack
Clothing & personal effects	Barn day - personal gear pack
Tools & repair kits	On trip - show repair kit contents
Canoeing "first aid"	heat related illnesses, personal hygiene, critter management, water treatment
Weather interpretation	wind, clouds, lightning safety
Environmental practices	On trip lessons
Canoeing resources	What is ORCKA?

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Exhibits safe travel practices. Demonstrates improvement in strength and endurance while hiking. Competently uses a map and compass when needed to navigate and remains aware of location, distance and direction. Demonstrates proper animal proofing techniques. proper set up and take down and packing techniques.	
Learning Skills	

Please remember to fill out, refer to and share the Midterm Learning Skills Assessments (located within the Learning Skills section of this manual)

MID-TRIP CHECK-IN

STUDENT NAME:

Please take the time to check in with every student in your group, even if it is a shorter trip. It is valuable for students to hear how you feel they are progressing, as well as provide you with feedback regarding how their experience is going. Students should be made aware of their approximate grade at this time. There is a mid trip assessment sheet where marks can be given for work done so far. Remember this is just an estimate but do your best to make it as accurate as possible to avoid discrepancies later.

Here are a couple questions to help guide you. Feel free to use other questions as well, but please take the time to briefly document the conversation.

STUDENT EXPERIENCE:

How is trip going so far? Is it what you expected?

What are some things you think you have been doing well so far? (give students time to look at the curriculum documents/learning skills to remind them of the expectations)

What are some things you think you can improve on (make sure to dig for an answer)?

STUDENT PROGRESS:

Identify and share at least one or two examples of things you have noticed they have been doing well.

Identify and share some things that you feel they can continue to keep working towards (next steps) and give them examples of how they can achieve this.

STAFF PROGRESS:

Is there anything that we, as Instructors, can do differently so that it will make your experience for the rest of trip even better?

MID TRIP ASSESSMENT: OP

You will be giving students an estimate of what their mark is at the half way point on trip. These criteria are just a summary of each of the assessment sheets used to get their final mark. Please refer to those as needed. Remember to give good constructive feedback and support students to improve as much as possible throughout the program.

1 – Limited 2 – Some/Moderate 3 – Considerable 4 – Thorough/High Degree	Students should be evaluated based on their most recent performance or their most consistent performance.
----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

Student Name:

Level

Workbook Assignments and Journal/Trip and Fitness Log	
Are the details accurate and are procedures complete. Ideas are organized, well formed, and well explained. Accumulation of assignments that have been done up to this point including Mental Health and Addictions assignment.	
Skill Lesson	
Demonstrates improved, endurance and technique while kayaking. Demonstrates appropriate camp skills while maintaining awareness for safety of self and others.	
Leadership Assessment	
Demonstrates awareness and responsibility for group safety. Plans ahead, motivates group, and communicates effectively using a strong and positive leadership presence. Has the ability to use appropriate leadership styles based on the situation.	
Active Living	
Follows all LDSB & Gould Lake safety rules and guidelines. Demonstrates positive, responsible and social behaviour. Participates in all aspects of the program while respecting oneself, others and the environment.	
Healthy Living	
Makes and supports other group members to make appropriate choices regarding nutrition, personal hygiene, hydration and sun protection. Uses appropriate communication and interpersonal skills to maintain relationships.	
Wilderness Skills 1	
Demonstrates consistent and effective paddling strokes and technique. Demonstrates improvement on strength and endurance while paddling and on portages. Supports group members and demonstrates portage etiquette. Demonstrates confidence in camp skills: cooking, camp set up and take down, and use of camp knots	
Wilderness Skills 2	
Exhibits safe travel practices. Demonstrates improvement in strength and endurance while hiking. Competently uses a map and compass when needed to navigate and remains aware of location, distance and direction. Demonstrates proper animal proofing techniques. proper set up and take down and packing techniques.	
Learning Skills	

Please remember to fill out, refer to and share the Midterm Learning Skills Assessments (located within the Learning Skills section of this manual)

LEARNING SKILLS



LEARNING SKILLS INTRO

Feedback helps students learn by providing them with precise information about **what they are doing well, what needs improvement, and what specific steps they can take to improve**. Feedback enables the learner to adjust what she or he is doing in order to improve. Ongoing feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning. As the instructor provides feedback, and as the student responds to it, the assessment information gathered is used to improve learning as well as instruction. **Multiple opportunities for feedback and follow-up should be** planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation).

WHEN FILLING OUT LEARNING SKILLS...

- Make sure that there is at least one comment per learning skill. The more notes the better (regardless of level - E, G, S,N)
- All comments/notes must be professional and constructive (written in a way that could be shared with students/parents and guardians)
- Try to be specific - give examples from trip
- The comments/notes left in the manual should be the same feedback given to students so there are no surprises.
- Take time to do it right. Include what needs to be improved on and then steps in order to help students improve
- Provide feedback at appropriate times - Is the student going to have time to use the feedback? Is the student receptive to feedback at that particular time?
- Mid trip debriefs are to be done on all trips and feedback that has been written should be shared with the student receiving the feedback. Once the feedback has been given please have the student sign and date the mid trip and final learning skills assessment sheet.

LEARNING SKILLS ASSESSMENT EXEMPLAR

STUDENT NAME: **DUDLEY DID-OKAY**

E - Excellent

G - Good

S - Satisfactory

N - Needs Improvement

RESPONSIBILITY	E	Dudley takes great responsibility when completing his daily camp duties (cooking, dishes, etc). He always ensures that his duties are completed fully before moving on to other tasks. Dudley is encouraged to continue to ask more questions when unsure about an assigned task.
<ul style="list-style-type: none"> Fulfills responsibilities and commitments of trip Manages own behaviour Completes assignments according to time-lines 		
ORGANIZATION	G	Dudley carefully listens to all instructions before starting tasks. He observes, questions and explores options to establish priorities before making choices. Dudley is encouraged to create and utilize time-lines more efficiently when taking on longer term jobs (such as being leader of the day).
<ul style="list-style-type: none"> Follows a plan Establishes priorities Manages time to complete tasks 		
INDEPENDENT WORK	G	Dudley is able to follow daily morning routines with little supervision. When his immediate task is completed, Dudley is encouraged to move on to the next task independently.
<ul style="list-style-type: none"> Uses time appropriately to complete tasks and meet goals - focus Follows instruction well - with minimal supervision 		
COLLABORATION	S	During group discussions, Dudley will often listen to and acknowledge the opinions of others. Dudley does have the tendency to interrupt others before they are completely done expressing their thoughts. He is encouraged to continue to work on his patience and wait for more appropriate times to express his own opinions.
<ul style="list-style-type: none"> Accepts various roles and an equal share of work Works with others to resolve conflict Builds healthy relationships with peers Responds positively toward others 		
INITIATIVE	N	Dudley rarely responds to personal challenges with a positive attitude. He quickly becomes discouraged and often will remove himself from tasks or activities (ex. group dynamic activities) when unsure about how they will end. He is encouraged to continue to push his personal boundaries and to view more challenging tasks as opportunities to learn rather than opportunities to fail.
<ul style="list-style-type: none"> Looks for and acts on new opportunities for learning Challenges self Positive attitude with new tasks Advocates for self and others 		
SELF-REGULATION	E	Dudley does a great job at setting personal goals and seeking assistance when help is needed. He accurately identifies his own personal strengths and weaknesses and uses this understanding when writing his SMART goals. Dudley is encouraged to seek and use feedback from peers when working with others.
<ul style="list-style-type: none"> Assesses own strength/needs Seeks clarification/assistance when needed Sets goals and monitors progress Perseveres and makes an effort 		

LEARNING SKILLS AND WORK HABITS RUBRIC

EXCELLENT		GOOD		SATISFACTORY		NEEDS IMPROVEMENT	
Responsibility	Excellent demonstration of responsibility	Considerable demonstration of responsibility	Some demonstration of responsibility				Limited demonstration of responsibility
	Fulfills responsibilities; completes and submits assignments on time; manages behaviour .						
Organization	Excellent demonstration of organizational skills	Considerable demonstration of organizational skills	Some demonstration of organizational skills				Limited demonstration of organizational skills
	Makes and follows plans; establishes priorities; manages time; identifies, gathers, evaluates and uses information, and resources.						
Independent Work	Completes independent work with a high degree of effectiveness	Completes independent work with considerable effectiveness	Completes independent work with some effectiveness				Completes independent work with limited effectiveness
	Independently monitors, assesses, and reviews plans; uses time wisely; follows instructions with minimal supervision.						
Collaboration	Collaborates with others with a high degree of effectiveness	Collaborates with others with considerable effectiveness	Collaborates with others with some effectiveness				Collaborates with others with limited effectiveness
	Accepts various roles and an equitable share of work; responds positively to others; builds healthy relationships with peers; works with others to resolve conflicts, build consensus, and share information, etc.						
Initiative	Excellent demonstration of initiative	Considerable demonstration of initiative	Some demonstration of initiative				Limited demonstration of initiative
	Looks for and acts on new ideas and opportunities for learning; capacity for innovation; challenges self; curious; interest in learning; positive attitude with new tasks; advocates for self and others.						
Self-Regulation	Demonstrates self-regulation with a high degree of effectiveness	Demonstrates self-regulation with considerable effectiveness	Demonstrates self-regulation with some effectiveness				Demonstrates self-regulation with limited effectiveness
	Sets goals and monitors progress; seeks clarification/assistance; assesses and thinks critically on strengths, needs and interests; identifies learning opportunities, choices, and strategies; perseveres; makes effort.						

LEARNING SKILLS ASSESSMENT (MIDTERM)

STUDENT NAME: _____

E - Excellent

G - Good

S - Satisfactory

N - Needs Improvement

RESPONSIBILITY		
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ORGANIZATION		
<ul style="list-style-type: none"> • Follows a plan • Establishes priorities • Manages time to complete tasks 		
INDEPENDENT WORK		
<ul style="list-style-type: none"> • Uses time appropriately to complete tasks and meet goals - focus • Follows instruction well - with minimal supervision 		
COLLABORATION		
<ul style="list-style-type: none"> • Accepts various roles and an equal share of work • Works with others to resolve conflict • Builds healthy relationships with peers • Responds positively toward others 		
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Date: _____ **Student Signature** _____

LEARNING SKILLS ASSESSMENT (FINAL)

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Date: _____ Student Signature _____

LEARNING SKILLS ASSESSMENT (MIDTERM)

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STUDENT NAME: _____

E - Excellent

G - Good

S - Satisfactory

N - Needs Improvement

RESPONSIBILITY		
<ul style="list-style-type: none"> • Fulfills responsibilities and commitments of trip • Manages own behaviour • Completes assignments according to timelines 		
ORGANIZATION		
<ul style="list-style-type: none"> • Follows a plan • Establishes priorities • Manages time to complete tasks 		
INDEPENDENT WORK		
<ul style="list-style-type: none"> • Uses time appropriately to complete tasks and meet goals - focus • Follows instruction well - with minimal supervision 		
COLLABORATION		
<ul style="list-style-type: none"> • Accepts various roles and an equal share of work • Works with others to resolve conflict • Builds healthy relationships with peers • Responds positively toward others 		
INITIATIVE		
<ul style="list-style-type: none"> • Looks for and acts on new opportunities for learning • Challenges self • Positive attitude with new tasks • Advocates for self and others 		
SELF-REGULATION		
<ul style="list-style-type: none"> • Assesses own strength/needs • Seeks clarification/assistance when needed • Sets goals and monitors progress • Perseveres and makes an effort 		

Date: _____ Student Signature _____

LEARNING SKILLS ASSESSMENT (FINAL)

STUDENT NAME: _____

E - Excellent

G - Good

S - Satisfactory

N - Needs Improvement

RESPONSIBILITY		
<ul style="list-style-type: none"> • Fulfills responsibilities and commitments of trip • Manages own behaviour • Completes assignments according to timelines 		
ORGANIZATION		
<ul style="list-style-type: none"> • Follows a plan • Establishes priorities • Manages time to complete tasks 		
INDEPENDENT WORK		
<ul style="list-style-type: none"> • Uses time appropriately to complete tasks and meet goals - focus • Follows instruction well - with minimal supervision 		
COLLABORATION		
<ul style="list-style-type: none"> • Accepts various roles and an equal share of work • Works with others to resolve conflict • Builds healthy relationships with peers • Responds positively toward others 		
INITIATIVE		
<ul style="list-style-type: none"> • Looks for and acts on new opportunities for learning • Challenges self • Positive attitude with new tasks • Advocates for self and others 		
SELF-REGULATION		
<ul style="list-style-type: none"> • Assesses own strength/needs • Seeks clarification/assistance when needed • Sets goals and monitors progress • Perseveres and makes an effort 		

Date: _____ Student Signature _____

LEARNING SKILLS ASSESSMENT (MIDTERM)

STUDENT NAME: _____

E - Excellent

G - Good

S - Satisfactory

N - Needs Improvement

RESPONSIBILITY		
<ul style="list-style-type: none"> Fulfills responsibilities and commitments of trip Manages own behaviour Completes assignments according to timelines 		
ORGANIZATION		
<ul style="list-style-type: none"> Follows a plan Establishes priorities Manages time to complete tasks 		
INDEPENDENT WORK		
<ul style="list-style-type: none"> Uses time appropriately to complete tasks and meet goals - focus Follows instruction well - with minimal supervision 		
COLLABORATION		
<ul style="list-style-type: none"> Accepts various roles and an equal share of work Works with others to resolve conflict Builds healthy relationships with peers Responds positively toward others 		
INITIATIVE		
<ul style="list-style-type: none"> Looks for and acts on new opportunities for learning Challenges self Positive attitude with new tasks Advocates for self and others 		
SELF-REGULATION		
<ul style="list-style-type: none"> Assesses own strength/needs Seeks clarification/assistance when needed Sets goals and monitors progress Perseveres and makes an effort 		

Date: _____ **Student Signature** _____

LEARNING SKILLS ASSESSMENT (FINAL)

STUDENT NAME: _____

E - Excellent

G - Good

S - Satisfactory

N - Needs Improvement

RESPONSIBILITY		
<ul style="list-style-type: none"> • Fulfills responsibilities and commitments of trip • Manages own behaviour • Completes assignments according to timelines 		
ORGANIZATION		
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INDEPENDENT WORK		
<ul style="list-style-type: none"> • Uses time appropriately to complete tasks and meet goals - focus • Follows instruction well - with minimal supervision 		
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<ul style="list-style-type: none"> • Accepts various roles and an equal share of work • Works with others to resolve conflict • Builds healthy relationships with peers • Responds positively toward others 		
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SELF-REGULATION		
<ul style="list-style-type: none"> • Assesses own strength/needs • Seeks clarification/assistance when needed • Sets goals and monitors progress • Perseveres and makes an effort 		

Date: _____ Student Signature _____

CURRICULUM



ORCKA CANOE TRIPPING LEVEL 1 - FINAL

SKILL CHECKLIST	STUDENT NAMES										
	SAFETY										
	Swimming & treading water										
	Retrieving a swamped canoe										
	Canoe over canoe rescue										
	Self rescue										
	Line toss & rescue										
	Communications										
	SKILLS										
Canoeing											
Food & menu planning											
Packing											
Navigation											
Campsites & shelters											
Fires & stoves											
Knots & lashings											
Portaging											
Canoe trip											
THEORY											
Canoeing heritage											
Canoe design & construction											
Trip planning (pre-course assignment)											
Canoe tripping gear											
Clothing & personal effects											
Tools & repair kits											
Canoeing first aid											
Weather interpretation											
Environmental practices											
Canoeing resources											

ORCKA CT1 - OVERVIEW

TOPIC	DETAILS
Swimming & treading water	Barn day - Swim test
Retrieving a swamped canoe	Barn day - canoe skills (Canoe over canoe)
Canoe over canoe rescue	Barn day - canoe skills (Canoe over canoe)
Self rescue	Barn day - canoe skills (Canoe over canoe)
Line toss & rescue	Barn day - canoe skills (staff demo on land)
Communications	Barn day - canoe skills (Ex whistles/paddles/arms)
Canoeing	Trip
Food & menu planning	Barn day food pack and ongoing trip
Packing	Barn day packing, trip mornings
Navigation	See trip group lesson, uses skills while LOD
Campsites & shelters	Demos setting up tent and tarp, ID what makes a good site, and campsite set up (Ex kitchen, tents, bathroom area etc)
Fires & stoves	Demo how to safely light, use, clean and maintain.
Knots & lashings	Learns to tie: Overhand, Fig-8, bowline, half hitch, clove, truckers, reef, Fig-8 bend.
Portaging	Trip - Active participation
Canoe trip	Trip - Active participation
Canoeing heritage	On trip student reading or group discussion: demo an introductory knowledge of both the diverse roles of the canoe in the Canadian heritage and the evolution of recreational canoe tripping. (Resource in student manual)
Canoe design & construction	Barn day - canoe skills, or on trip discussion: advantages and disadvantages of various canoe designs that may be used in a canoe tripping context. They should be familiar with different construction methods and materials used in the manufacture of tripping canoes. (Resource in student manual)
Trip planning	Route review with group and TCPs as LOD
Canoe tripping gear	Barn day - gear pack
Clothing & personal effects	Barn day - personal gear pack
Tools & repair kits	On trip - show repair kit contents
Canoeing "first aid"	heat related illnesses, personal hygiene, critter management, water treatment
Weather interpretation	wind, clouds, lightning safety
Environmental practices	On trip lessons
Canoeing resources	What is ORCKA?

LEVEL TO PERCENT

This chart is being provided so that as staff, when you are giving students levels (1, 2, 3 or 4) for curriculum expectations and final marks, you can refer back to it to see exactly what mark in percent (which appears on students report cards) the student will receive.

Every student needs to know how they are doing throughout the program and have opportunities and guidance in order to improve marks throughout. Please make sure to take the time to document where students are at, what they are doing well, where they can improve and how. There is a mid trip check in document provided for each student. Please work through it with students and make notes as you go.

Also please make sure to document specific examples and justifications for each mark given. There is a page following the learning skills assessment sheets that can be used specifically for notes on each students marks.

Level	Percent
4++	100%
4+	95% - 99%
4	87% - 94%
4-	84% - 86%
4--	80% - 83%
3+	77% - 79%
3	73% - 76%
3-	70% - 72%
2+	67% - 69%
2	63% - 66%
2-	60% - 62%
1+	57% - 59%
1	53% - 56%
1-	50% - 52%
R	Below 50%



OUTDOOR PURSUITS ASSESSMENT PACKAGE

FIRST AND LAST NAMES ON ALL PAGES	**PLEASE INCLUDE FIRST AND LAST NAMES** (ON ALL PAGES)									
	Summative tasks should be filled out as levels, not percentages.									
	Final Summative	Trip Journal, Trip Log and Fitness Log (10%)								
		Skill Lesson (5%)								
		Leadership (10%)								
		Active Living (15%)								
		Healthy Living (15%)								
		Living Skills (15%)								
	Final Summative	Wilderness Skills 1 (15%)								
		Wilderness Skills 2 (15%)								
	Learning Skills (E, G, S, N)	<i>Days Absent (incl. Evacuations)</i>								
	Learning Skills (E, G, S, N)	Responsibility								
		Organization								
		Independent Work								
		Collaboration								
		Initiative								
		Self-Regulation								
	Learning Skills (E, G, S, N)	<i>ORCKA CT1 (check if pass)</i>								

OUTDOOR PURSUITS ASSESSMENT PACKAGE

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	Summative tasks should be filled out as levels, not percentages.									
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	Final Summative	Wilderness Skills 1 (15%)								
		Wilderness Skills 2 (15%)								
	Learning Skills (E, G, S, N)	<i>Days Absent (incl. Evacuations)</i>								
	Learning Skills (E, G, S, N)	Responsibility								
		Organization								
		Independent Work								
		Collaboration								
		Initiative								
		Self-Regulation								
	Learning Skills (E, G, S, N)	<i>ORCKA CT1 (check if pass)</i>								

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.								
Journal/Trip Log/Fitness Log (10%)								
Fitness Log								
Knowledge/Understanding <i>Is it completed? Are the details accurate</i>								
Thinking/Communication <i>Ideas are organised and well-formed. Answers demonstrate the ability to link concepts and create new ideas.</i>								
Journal								
Thinking/Communication <i>Ideas are organised and well-formed. Reflections are thoughtful and journal questions are completed effectively.</i>								
Trip Log								
Knowledge/Understanding <i>Are the details accurate (lakes, coordinates, distances)</i>								
Final Level								

****Please refer back to the level to percent resource throughout the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.								
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Trip Log								
Knowledge/Understanding <i>Are the details accurate (lakes, coordinates, distances)</i>								
Final Level								

****Please refer back to the level to percent resource throughout the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

Please refer back to the level to percent resource throughout the marking process

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree							
<i>Skill Lesson (5%)</i>							
Demonstrates an understanding of the topic.							
Presents information in a sequence that demonstrates planning and organization.							
Lesson environment is set up well. Aware of/ and accounts for any potential distractions (sun in eyes, boat traffic etc.) and student needs (hunger, thirst, fatigue etc.)							
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 how the skill is relevant to outdoor education.							
Explains important areas of skill in detail.							
Engages the audience.							
Effectively answers questions.							
Final Level							

OUTDOOR PURSUITS ASSESSMENT PACKAGE

Please refer back to the level to percent resource throughout the marking process

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree							
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Final Level							

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.							
Leadership Assessment (10%)							
Demonstrates awareness and responsibility for group safety by making appropriate leadership decisions. (ie. weather)							
Demonstrates concern for and awareness of group and individual physical and emotional state. Makes appropriate leadership decisions based on this information. (ie. Hunger, fatigue etc.)							
Plans ahead. Demonstrates preparedness regarding the day's route. Exhibits understanding of challenges that may be faced and prepares the group accordingly.							
Facilitates initiation and completion of required tasks. Motivates group to complete tasks and travel efficiently.							
Coordinates, collaborates and communicates with LOD partner(s) throughout entire day							
Maintains a positive leadership presence throughout entire day. Demonstrates a strong vocal presence when required.							
Communicates with the group and individuals by using appropriate leadership styles based on the situation.							
Demonstrates awareness of and attention to leadership responsibilities throughout entire day.							
Completes all leadership duties as determined by the group.							
Completes a detailed and appropriate Time Control Plan							
Final Level							

****Please refer back to the level to percent resource throughout the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.							
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OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.							
Active Living (15%)							
Participates actively and positively in all aspects of the OP course							
Demonstrates positive, responsible personal and social behaviour							
Maintains or improves personal fitness level							
Participates in fitness program goals and revisions							
Final Level							
Healthy Living (15%)							
Follows and promotes all LDSB & Gould Lake safety rules and guidelines							
Demonstrates and promotes proper use and care of equipment including canoes, paddles, packs, tents, stoves, etc.							
Makes and promotes healthy choices regarding nutrition, personal hygiene, hydration, and sun protection							
Encourages and supports other group members							
Demonstrates an ability to minimize personal risk							
Final Level							

****Please refer back to the level to percent resource throughout the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.							
Active Living (15%)							
Participates actively and positively in all aspects of the OP course							
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Final Level							
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Demonstrates an ability to minimize personal risk							
Final Level							

Please refer back to the level to percent resource throughout the marking process

OUTDOOR PURSUITS ASSESSMENT PACKAGE

<p>1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>								
<i>Living Skills (15%)</i>								
Identifies strengths and areas for improvement through goal setting. (ie. making SMART goals related to fitness, personal, social and skill goals)								
Identifies strengths and areas for improvement through the use of a progress tool (ie. skill self-assessment progress tool)								
Seeks guidance to improve learning/development (ie. ask questions, lessons, skills, activities, journal, with peers or staff)								
Demonstrates appropriate coping strategies in challenging situations (ie. bad weather, new learning, physical stress, interpersonal conflicts)								
Demonstrates effective time management and organizational skills (ie. In camp, personal and group, travelling, LOD)								
Accepts and acts on feedback (ie. peer and staff constructive feedback is accepted in a positive manner and used if applicable)								
Communicates effectively with group members using appropriate tone and language throughout entire program (ie. Expresses ideas and concerns in a clear and constructive manner)								
Actively listens to group members thoughts and ideas (ie. doesn't speak out, waits until an appropriate time to ask questions, clarifies understanding)								
Works cooperatively with group members (ie. takes fair share of work, shows initiative and appreciation for others work)								
Demonstrates respect for group members thoughts, ideas and contributions (ie. supportive, provides feedback when needed, polite and honest)								
Participates as a positive and active member of the group (ie. positive attitude throughout program, is engaged in all activities)								
Supports peers in their learning and development (ie. gives constructive feedback when useful, clarifies content and ideas)								
Plays a positive and active role in solving group challenges (ie. involved in solving problems and making decisions and takes into account all factors including group needs)								
Makes appropriate decisions based on personal physical and emotional state (ie. nutrition, hydration, appropriate load to carry)								
Final Level								

OUTDOOR PURSUITS ASSESSMENT PACKAGE

<p>1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>								
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OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree									
Students should be evaluated based on their most recent performance or their most consistent performance.									
Wilderness Skills 1 (15%) - Traveling									
Demonstrates an improvement in strength and endurance when paddling.									
Demonstrates an improvement in efficient canoeing strokes and all skills required for the ORCKA CT 1 certification.									
Demonstrates an improvement in consistent and effective bow paddling.									
Demonstrates consistent and effective sterning ability.									
Demonstrates teamwork and supports others on portages.									
Takes an appropriate load on portages.									
Demonstrates portage etiquette.									
Demonstrates an improvement in strength and endurance when portaging.									
Exhibits safe travel practices (keeping close to group, choosing conservative route, etc.).									
Shows improvement in the use of a map (and compass when needed) to navigate with little assistance.									
Maintains awareness of location, direction, destination, progress.									
Demonstrates and applies a good understanding of environmental ethics while traveling.									
Final Level									
Wilderness Skills 2 (15%) - In-Camp									
Demonstrates proper tent set-up and care									
Correctly & appropriately sets up and identifies/fixes tarp or fly problems.									
Safely lights & cares for trip stoves.									
Creates well-balanced, nutritious, and appetizing meals.									
Actively participates in prepping , cooking, and cleaning up after meals.									
Demonstrates safe cooking behaviour.									
Demonstrates proper use of camp knots (fig-8, clove, bowline, slip knot, trucker's hitch, reef).									
Efficiently and correctly animal proofs all food and food-smelling items.									
Demonstrates appropriate packing techniques.									
Exhibits safe travel practices (keeping close to group, choosing conservative route, etc.).									
Demonstrates and applies a good understanding of environmental ethics while in camp.									
Final Level									

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree									
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Exhibits safe travel practices (keeping close to group, choosing conservative route, etc.).									
Demonstrates and applies a good understanding of environmental ethics while in camp.									
Final Level									

NOTES ABOUT MARKS

(THIS IS A GOOD PLACE TO WRITE WHY A MARK IS SO HIGH OR LOW ETC.)

Name:	
Name:	
Name:	
Name:	

Name:	
Name:	
Name:	
Name:	

Name:	
Name:	
Name:	
Name:	

EMERGENCY CONTACT NUMBERS

CANOEING IN TEMAGAMI

- **Emergencies:** 911
- **OPP:** 1-888-310-1122
- **Ontario Parks:** 1-888-668-7275 (1-888-ONT-PARK)
- **Forest Fire:** 1-888-863-3473
- **Sudbury Regional Hospital:** 1-866-469-0822
- **Temiskaming Hospital (New Liskard):** 1-705-647-8121
- **West Nipissing Hospital (Sturgeon Falls):** 1-705-753-3110
- **Mowats Landing Cottages:** 705-647-2550 or 705-676-7350
- **Camp Wanapitei:** 705-492-8323
- **Lakeland Airways (Darren):** 705) 569-3455
- **Sportsmans Lodge Wilderness Resort:** 1-877-708-8882



www.gouldlake.ca 
outed@limestone.on.ca 
613-376-1433 