

WILDERNESS INSTRUCTOR COURSE

RIVER TRIP



SUMMER OF

STUDENT MANUAL

TABLE OF CONTENTS

REFERENCE

Course Schedule	4
Clothing and Equipment Lists	5
Missinaibi River Information	10
River Hydrology/Morphology	11
Stages of Group Development and Group Roles	15
Leadership Styles	22
Developing Judgment	25
Practical Class On Leadership Styles	27
Activities/Tools/Techniques for Leaders	31
Conflict	33
Decision Making	37
Teaching	39

GWL30 WORKBOOK

Goal Setting	46
Trip Menu Planning	48
Temiskaming Disaster	50
Resume Builder/Interviews 101	53
Time Control Plans	57

GWL30 ASSIGNMENTS

Pre/Post Trip Reflections	66
Leadership Style Assignment	70
Leadership Skills Assessment	74
Lesson Plan	76

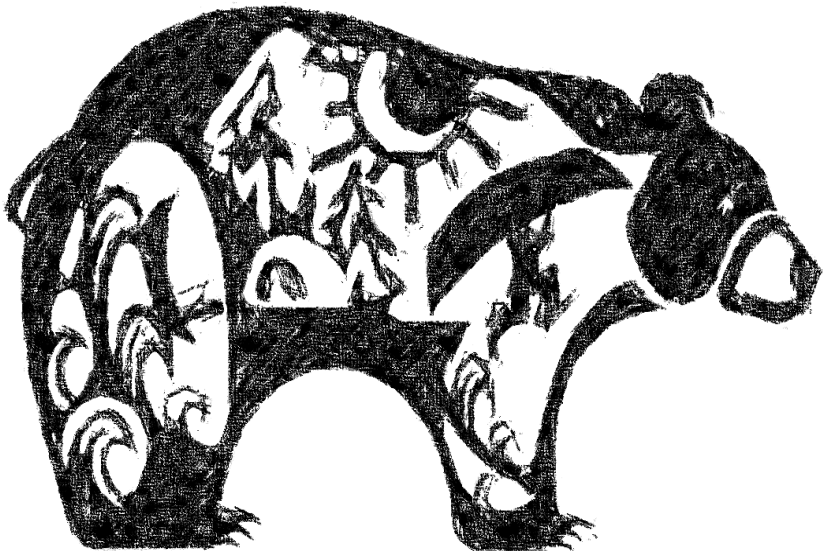
TRIP LOG AND REFLECTIONS

Tentative Route	84
Trip Log/Route Review	85
Trip Journal Reflections	88

CURRICULUM

GWL30 Assessment package	106
What Gould Lake Means to You?/Wanna Work at GLOC?	111
ORCKA Prerequisites	113
Riddles/DIY T-Shirt	114

SCHEDULES AND LISTS



WIC COURSE SCHEDULE:

DAY	TYPE/ LOCATION	DETAILS
1	Barn Day 1	Welcome to WIC! Swim test, paddling review, load trailer, route review (highlights), food check/menu plan, pack barrels. Load food and paddling gear (paddles, straps, airbags, bailers, etc) onto truck. Bus Pick Up 8:30AM - Return 4:00PM (Centennial PS)
2	Barn Day 2	Pack personal gear check, med forms, manual overview and group contract. Group gear check (tents, filters, stoves), pack everything onto bus! Lesson on lessons, enviro ethics Bus Pick Up 8:30AM - Return 4:00PM (Centennial PS)
3	Trip Day 1	Leave for Trip: Bus departs Centennial PS @ 6:00am
4-13	Trip Day 2 - 11	On Trip: Paddle Missinaibi River
14	Trip Day 12	Arrive in Moosonee/Moose Factory Clean gear for unpack day
15	Trip Day 13	Load train in Moosonee Moosonee Train departs @ 5:00pm Bus departs Cochrane @ 11:00pm
	"Day Off"	Bus arrives back to Centennial PS @ approx 9:00am Please check emails for updated bus arrival time. The rest of this day is a day off.
16	Barn Day 3	Last Barn Day! Students and staff will return to the barn to clean up from trip, chat about placements, and do some last group debrief activities. Bus Pick Up 8:30AM - Return 4:00PM (Centennial PS)

WIC CLOTHING LIST

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

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

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

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

WIC EQUIPMENT LIST

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

Equipment list continues on the next page...

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

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

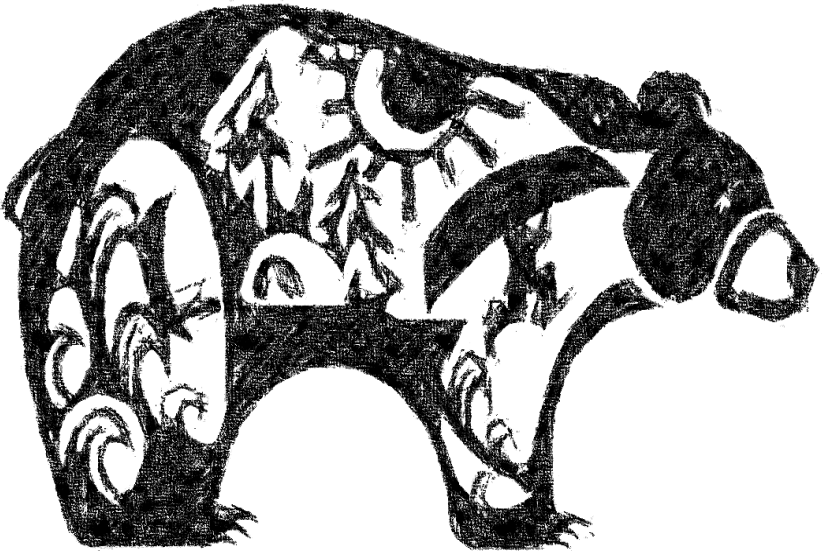
Bring the extra gear you're thinking about bringing too if you want to ask you staff about it. you can always take it home at the end of the day if it doesn't make the cut

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

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

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

REFERENCE



MISSINAIBI RIVER INFORMATION

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

Total Distance: 322 km

Vertical Drop: 730'

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

Number of Runnable Rapids: 7 (+ swifts)

Distance of Runs: 13.8

Swifts: 25.3 km

Total Distance Moving Water: 39.1 km

Portages: Easy to difficult

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

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

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

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

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

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

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

Transportation: On the first day of trip, the bus will leave Centennial PS at 6:00 a.m. We will travel to Mattice and camp at "Frederick Neegan's Landing" in Missinaibi provincial park along the trans-Canada highway at the Missinaibi river. At the end of trip we will leave Moosonee on the Polar Bear Express (5:00pm) and head to Cochrane. The group will meet and load up the truck and trailer at the Cochrane Train Station, hopefully departing by 11:00pm. The bus will drive through the night, arriving back to Centennial PS around 9:00am.

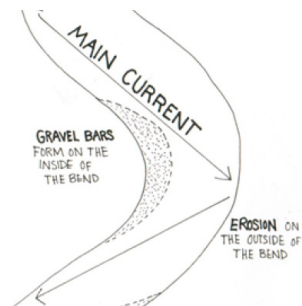
RIVER HYDROLOGY/MORPHOLOGY

Hydrology is the science of how water moves. Understanding some of the basic principles of river hydrology can help paddlers “read” a river and have a better understanding of where the water is going, why it is going that way, and how it is moving (both where you can see it and where you can not) all of which can be used to help safely navigate down a river - or help a paddler choose to not paddle a particular part of the river.

The terms **river morphology** are used to describe the shapes of river channels and how they change in shape and direction over time. It is the changing of the river (water levels, bank erosion, shifting of rocks etc) and the resulting change in the direction the water travels which creates river features and obstacles that are important for paddlers to understand and recognize.

HYDROLOGY 101

- **River Right vs River Left:** the layout of a river is based on the point of view of someone looking downstream. When looking downstream “river right” is on the right, “river left” is on the left. When looking upstream, “river right” is on the left, and “river left” is on the right.
- **Water Speed (depth):** When thinking of water levels and speeds in terms of depth - the current is fastest in the centre of the river and slower along the banks because friction with the bank of the river slows the water down. This friction also causes the current to be slowest along the bottom of the river. The surface of the water has friction with the air and is slightly slower than the current just below the surface where the water moves fastest.
- **Water Speed (direction):** Water wants to travel in a straight line and will do so unless it is impacted by an obstacle. As a result, water will flow faster on an outside bend of a river and the slowest on an inside bend. This results in ongoing erosion of outside bend river banks and the gradual build up of gravel or sand bars on the inside river banks.



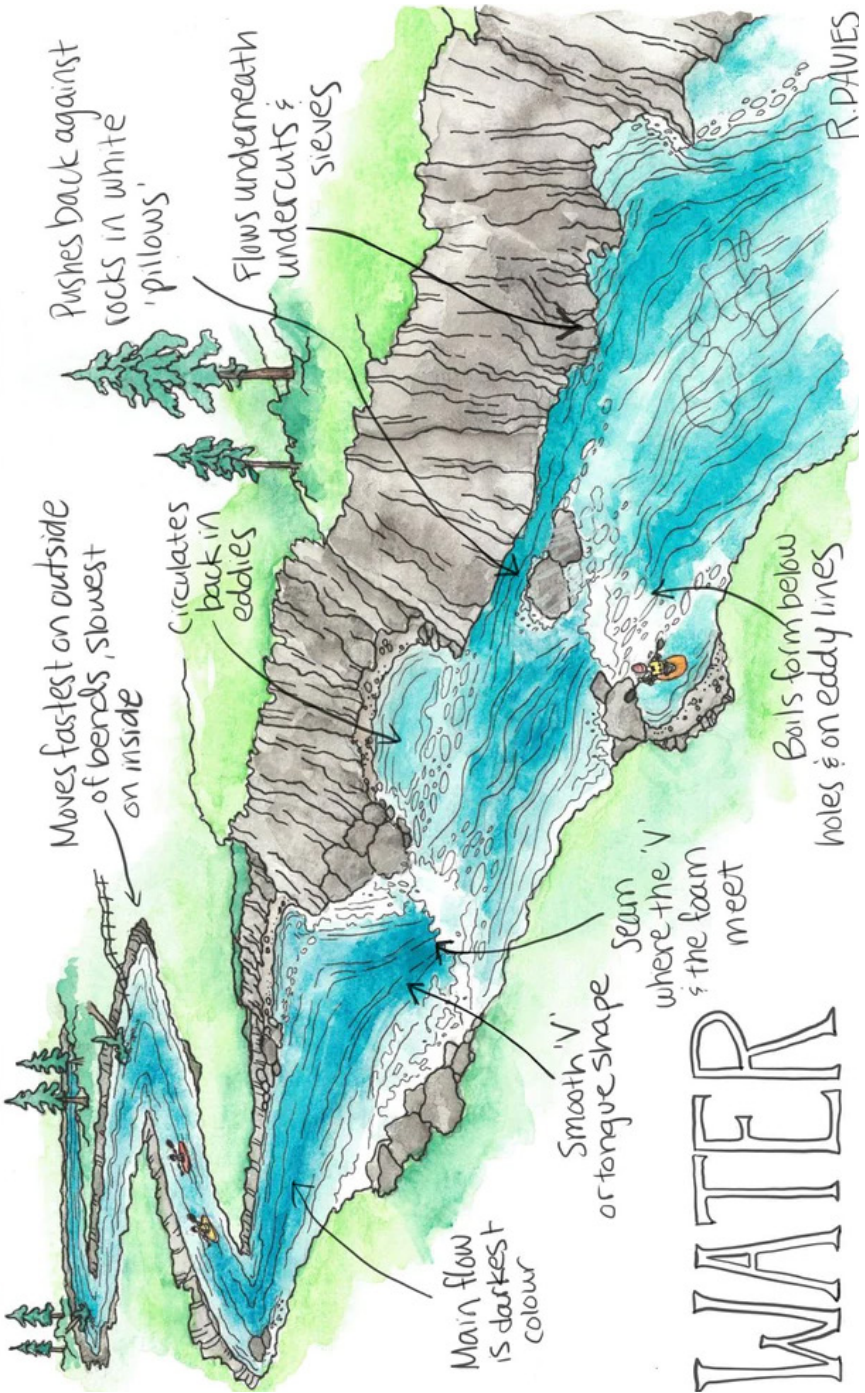
RIVER HYDROLOGY/MORPHOLOGY

RIVER TERMINOLOGY

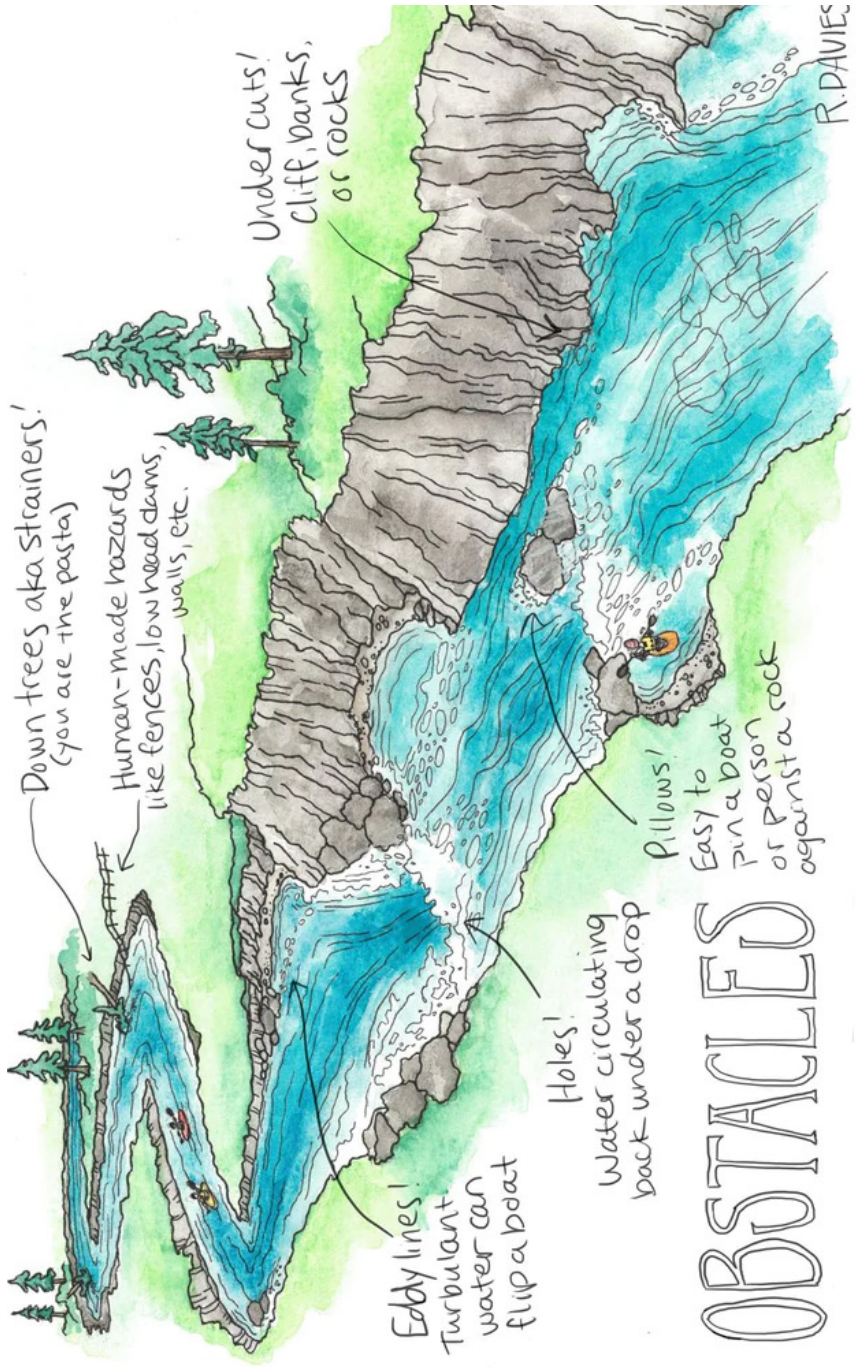
- **BOIL** – This is a water feature created when water churns upward and creates an elevated region in the river.
- **DROP** – An abrupt descent in a river. A pitch.
- **DOWNSTREAM“V”**– Describes the shape of the current when it passes between two obstacles. The V points downstream and could be further delineated by wave trains.
- **EDDY** – A river feature formed by an obstacle in the downstream flow. A well formed eddy will have a defined eddy line and a calm pool behind the obstacle. Being able to “catch” or stop in these calm pools is one of the keystones of whitewater paddling.
- **EDDY LINE** – A current differential between the upstream current of the eddy and the downstream current of the main flow of the river.
- **HYDRAULIC** – Also known as a hole, is a river feature where water drops over a obstruction (rock ledge or a rock) into deeper water on the downstream side. This causes water on the surface to be drawn back toward the rock or ledge.
- **PILLOW** – Pillow is the water that builds up on the upstream side of an obstruction.
- **ROCK GARDEN** - a collection of visible rocks taking up a good part of the river. In shallow water this can make it a very “bumpy” paddle or swim. In deep water - this can create a very large mid river strainer.
- **ROOSTERTAIL** – Spray of water that explodes off a submerged rock or obstacle.
- **STANDING WAVES** (also known as wave trains) – Standing waves are associated with constricted areas of water most commonly called Downstream V’s. Water can only be pushed out downstream so fast so the water pushes upward into waves.
- **STRAINER** – An opening or openings where water can flow through, but a solid object such as a person or boat cannot. Usually formed by trees on the banks, or by rocks on top of one another with water flowing through them. A serious hazard!
- **TONGUE** – The smooth “v” of fast water found at the head of rapids.
- **UNDERCUT** – Overhanging rock or ledge with water flowing underneath it. A serious hazard! (If there is a pillow (build up of water) - the water is flowing against the obstacle - not under it - this can be dangerous. If there is not a pillow (the water disappears) - there is a good chance the water is flowing under the obstacle - this can be VERY dangerous.

The following art depicting water features and obstacles were created and shared with permission by Rachel Davies (racheldaviesart.com and [@rachelydavies](https://twitter.com/rachelydavies))

RIVER MORPHOLOGY/HYDROLOGY



RIVER MORPHOLOGY/HYDROLOGY



Down trees aka strainers!
(you are the pasta)

Human-made hazards
like fences, low head dams,
walls, etc.

Under cuts!
cliff, banks,
or rocks

Eddy lines!
Turbulent
water can
flip a boat

Holes!
Water circulating
back under a drop

Pillows!
Easy to
pin a boat
or person
against a rock

OBSTACLES

R. DAVIES

STAGES OF GROUP DEVELOPMENT

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

FORMING

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

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

STORMING

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

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

NORMING

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

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

PERFORMING

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

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

TRANSFORMING

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

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

GROUP DEVELOPMENT

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

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

GROUP ROLES (GROUP DEVELOPMENT)

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

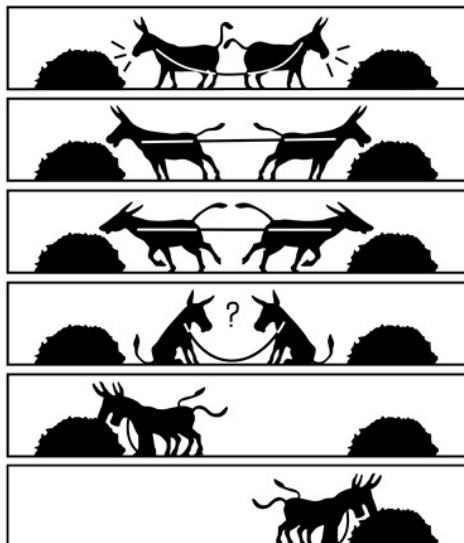
POSITIVE GROUP ROLES

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

NEGATIVE GROUP ROLE

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

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



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

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

WNAR CONTRACT

(FILL OUT AS A GROUP)

WANT

What do you want from WIC?

What do we want as a group from WIC?

NEED

What support do you need from others?

What do you need us to know about you?

ACTION

How should we act as individuals?

How should we treat each other?

REACTION

How will we know its working?

How will you fix it if its not?

LEADERSHIP STYLES

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

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

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

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

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

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

FIVE STEPS TO LEADERSHIP

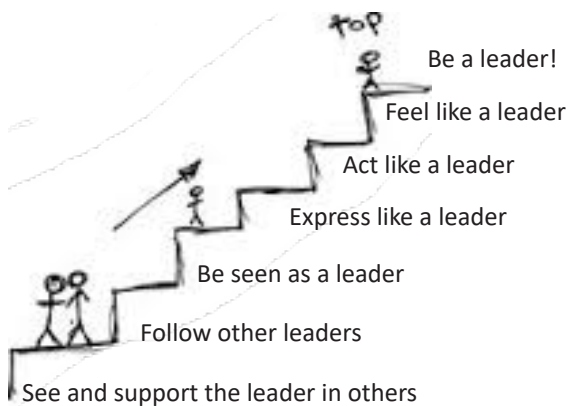
Know yourself

Have vision and passion

Expand your comfort zone

Communicate effectively

Check progress and results



ON RISK

THE COST OF BEING PERFECT...

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

CONSIDER THESE IDEAS TO EXPAND YOUR COMFORT ZONE...

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

HUMOUR

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

Peter Whittaker

TAO OF LEADERSHIP

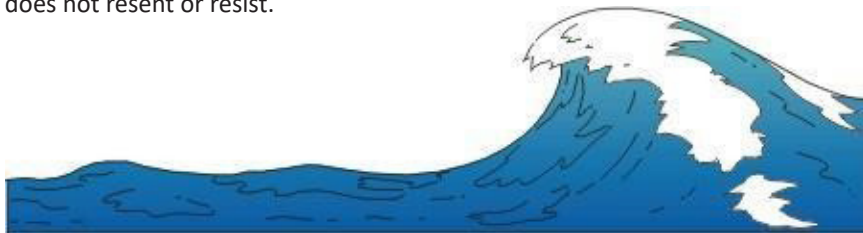
THE WISE LEADER IS LIKE WATER

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

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

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

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



THE FOUR PHASES OF LEADERSHIP GROWTH

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

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

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

PHASE 2 – I KNOW WHAT I DON'T KNOW

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

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

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

PHASE 4 – I SIMPLY GO BECAUSE OF WHAT I KNOW

Your ability to lead becomes almost automatic

LEADERSHIP - DEVELOPING JUDGEMENT

Judgment: An informed opinion based on numerous past experiences.

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

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

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

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

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

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

A PRACTICAL CLASS ON LEADERSHIP STYLES

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

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

Water (extreme far left side)

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

Wind (extreme far right side)

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

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

Up - Cool Cucumber

(how the person feels they are internally)

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

Down - Hot tamale

(how the person feels they are internally)

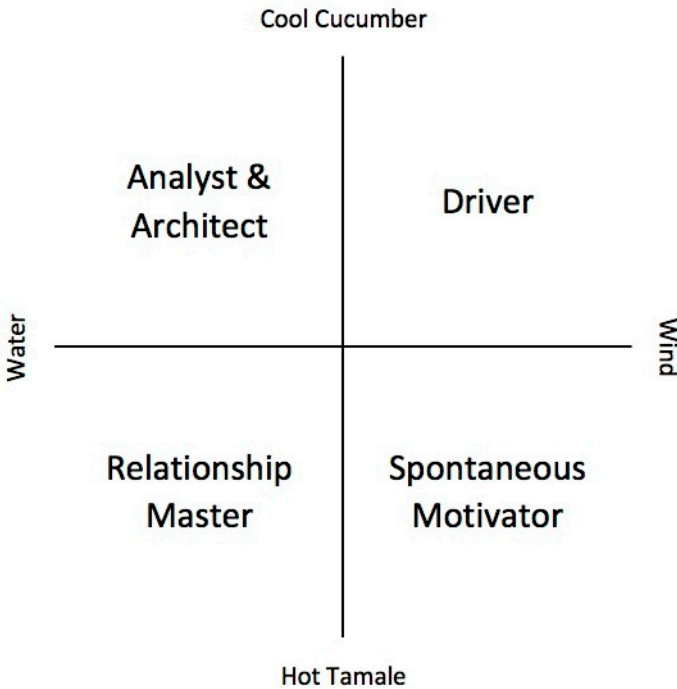
"I tell people how I feel about everything. I am angry about social injustice. I cry at sad movies. My emotions are extremely active - the perfect storm."

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

A PRACTICAL CLASS ON LEADERSHIP STYLES (CONTINUED)

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

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



ARCHITECTS & ANALYSTS

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

Some Effects on Group

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

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

DRIVERS

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

Some Effects on Group

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

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

RELATIONSHIP MASTERS

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

Some Effects on Group

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

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

SPONTANEOUS MOTIVATORS

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

Some Effects on Group

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

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

ACTIVITIES/TOOLS/TECHNIQUES FOR LEADERS

BRAINSTORMING

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

CAROUSEL

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

CHALLENGES

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

CHECK-IN

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

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

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

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

CHUNKING

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

DEBRIEF

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

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

FEEDBACK

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

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

Peer feedback: learners give each other feedback

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

FULL VALUE CONTRACT

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

THUMB TOOL

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

CONFLICT

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

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

Ventilation, Ownership, EMpathy, Planning

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

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

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

RESOLVING CONFLICT

REMEMBER...

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

WHAT TO DO...

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

LEADERSHIP AND DECISION-MAKING STYLES

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

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

Know that all styles are effective in different situations.

Work towards maximum involvement when possible

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

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

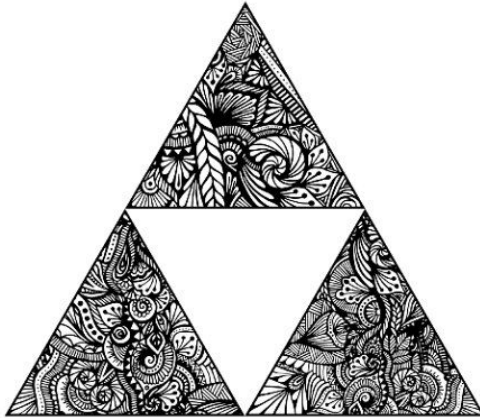
COPING WITH CRISIS

The Crisis Management Triangle

BY JAMES RAFFAN

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

KNOWLEDGE AND SKILL



CRISIS MANAGEMENT PLANNING ABILITY

PREVENTIVE AWARENESS

KNOWLEDGE AND SKILL

Through courses and books

PREVENTIVE AWARENESS

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

CRISIS MANAGEMENT PLANNING ABILITY

What should happen when a crisis does arise?

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

LEADERSHIP SKILLS & DECISION-MAKING PROCESS

RECOGNIZE THE CONTEXT

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

IDENTIFY AND DEFINE THE PROBLEM

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

CLARIFY AND ANALYZE THE PROBLEM

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

GENERATE OPTIONS

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

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

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

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

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

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

Contingencies: plan alternates to each option “what ifs”

MAKE A DECISION

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

ASSESS THE RESULTS

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

TEACHING LESSONS

INDIVIDUAL DIFFERENCES IN LEARNING

Remember we do not all think the same!

Effective instructors recognize the differences and use a variety of teaching styles to meet needs.

People differ in how they involve various senses in their learning. The order in which they use the senses will also vary. For example, some individuals need to listen to explanations before they experience an activity. Others need to watch a demonstration first. Still others need to feel the activity before they can begin to understand it.

THE THINKER

(also known as the Technician) uses an analytical approach. The person often reads about the sport before doing it and needs technical explanations before beginning to acquire a skill. The mental process is initially more important than the physical, and more oral information is usually sought.

A close relative to the Thinker is the Talker. This person needs to repeat information to increase understanding of the activity. Be ready to minimize excessive talking and encourage the person to actually try the activity.

THE DOER

(also known as the Natural Mimic) uses a practical approach to learning, where the physical experience is more important than the mental process. This person wants only a quick demonstration of the skill before practicing it. A close relative of the Doer is the Fidgeter. This person has a very short attention span during explanations and demonstrations and needs to be active to learn.

THE WATCHER

Likes to see the whole picture before attempting it. This person is often the last in line to try something and needs to reflect upon demonstrations and explanations of the activity. A close relative of the Watcher is the Analyzer. This person may become bogged down in reviewing other people's performances as well as their own.

THE FEELER

Has a very strong awareness of physical movements and whether a motion is efficient or inefficient, similar or dissimilar to a demonstrated move. Sensory awareness is high and analytical skills may be low.

How did you score on the "Team Strength Type" chart? Does it seem to correspond with the descriptions above?

UNIVERSAL DESIGN FOR LEARNING (UDL)

* from the Ontario government's Learning for All, Kindergarten to Grade 12:

A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12

- UDL was inspired by work in architecture on the planning of buildings with a view to accessibility for people with physical disabilities. Architects observed that the added improvements facilitated access for all users, not just people with physical disabilities. An access ramp, for instance, provides a person using a wheelchair with easier access to a building, but it also makes it easier for a parent with a child's stroller, a cyclist, or someone using a walker.
- Educators began to realize that teaching strategies and pedagogical materials and tools that respond to the special needs of a specific student or group of students can also be useful for all students.
- The aim of UDL, is to provide access to the curriculum for all students, and to assist educators in designing products and environments to make them accessible to everyone, regardless of age, skills, or situation

CORE CONCEPTS OF UDL CAN BE SUMMARIZED AS:

- FLEXIBLE AND INCLUSIVENESS:** Teaching using a variety of teaching strategies and styles that are relevant, engaging, and responsive to student learning needs; makes use of all the senses; and that vary in form, level of difficulty, and manner of presentation.
- APPROPRIATELY DESIGNED SPACE:** All learners have a clear line of sight during instruction and have all of the required learning materials readily available to them.
- SIMPLICITY:** Teachers can avoid unnecessary complexity and minimize distracting information by communicating consistent and achievable expectations; collaborating with students to construct learning goals, using clear, student-friendly language; arranging information sequentially to clarify its relative importance; breaking instructions down into small steps; and providing descriptive feedback during the learning.
- SAFETY:** Safety is a precondition for learning. Classrooms must be safe in both the physical and the emotional sense of the word. They must provide a caring and safe environment that is engaging, inclusive, and respectful of all students and promotes student achievement and well-being, allowing every student to learn to the best of their ability.

TEACHING STYLES WHILE LEADING

Instructors should vary their teaching styles to suit the manner in which individuals learn best. A mix of teaching styles generally works well in teaching groups. Modern theory has identified these major styles:

COMMAND

The instructor determines the subject matter, directs exercises and makes decisions about the lesson. This more authoritative style centers attention upon the instructor.

TASK

The instructor explains a particular task, usually demonstrates it and then asks students to perform it. This style allows for more participation and individual decision-making in terms of the intensity and duration of participation.

RECIPROCAL

One person performs a task while a partner observes the performance, and then the pair switches roles. This style involves more analysis of a skill through two means: feeling the exercise and watching it. Small groups can also assume the roles which is often more comfortable for the individuals who do not like to “stand out.”

GUIDED DISCOVERY

The instructor uses questions or exercises to lead a student to a desired result. The emphasis is upon students doing an activity and reaching their own conclusions based upon their experiences.

PROBLEM SOLVING

The instructor introduces a problem and students are encouraged to explore a variety of solutions in their preferred manner. They can be asked to determine the best solution based upon their experiments.

The challenge in instruction is finding the teaching style that matches the students’ needs. Being able to draw upon activities from all styles is an important consideration.

TEACHING A SKILL LESSON

Here are some **IDEAS**.....

I - Introduce your topic in an exciting way using a grabber

D - Demonstrate clearly (once with and without explanation at least)

E - Explain clearly, and give points to remember

A - Activity and Application of the skill. Provide feedback (analysis and development)

S - Summarize, hammer home the key points

THINGS TO THINK ABOUT...

THE TEACHER

- Prepared
- Flexible
- Aware
- Excited
- Good Communication

THE CLASSROOM

- Safe
- Can everyone see, hear, and be comfortable
- Everything you need? Props, equipment....

THE STUDENTS

- Teaching to their style, age and needs
- Condition of your students (mood, maturity, energy)
- Answering their questions

THE LESSON

- KISS, Keep It Simple + Short
- Start where the learners are and expand
- Fun, Visual, Active

TEACHING LESSONS

One method of teaching a movement based skill is to break the skill down into three phases of movement. These include:

- The preparation phase
- The execution phase
- The follow through phase

These phases are critical in order to complete the movement or activity in an effective manner. In addition to teaching the skill, as an instructor, the breakdown also provides a good means of identifying different areas of the movement and the participants' areas of needed improvement (detect/correct).

THE PREPARATORY PHASE

The preparatory phase involves movements that get the participant ready for the force-producing movements in the execution phase.

THE EXECUTION PHASE

The execution phase can be divided into two parts:

- The "critical instant" is the point of contact (or the release) of the movement. This is the point that determines the effectiveness of the skill
- The force-producing movements the participant make to produce force for the impact or propulsion.

Successful execution requires the participant to apply the correct amount of force, in the correct direction and with precise timing. It is often difficult for the instructor to observe and assess the movement within this phase, as the movement takes place very quickly.

THE FOLLOW-THROUGH PHASE

The follow-through refers to the body movements occurring after the execution phase. This phase is where the movement slows down after impact and the participant prepares for the next action

SKILL BREAKDOWN EXAMPLE: FORWARD CANOE STROKE

PHASE	EXPLANATION FOR PHASE OF MOVEMENT
PREPARATION	<p>Description: The paddler rotates their torso (aka winding up), turning their right shoulders away from the side they are paddling on. Paddler extends their left arm, reaching as far as possible without leaning forward. Blade is fully submerged.</p>
	<p>Common Mistakes:</p> <ul style="list-style-type: none"> - limited torso rotation - over-flexion of torso (bending forward) - only tip of blade is submerged
	<p>Tips and Tricks:</p> <ul style="list-style-type: none"> - really concentrate on a “winding up” or “loading” motion (ex loading a spring) - remember to “reach for your toes” as you place the blade in the water
EXECUTION	<p>Description:</p> <p>Critical Instant: With the blade fully submerged, the paddle “grabs” as much water as possible with the blade.</p> <p>Force Producing: The paddler rotates their torso back to neutral position (unwinds), while pulling the paddle blade through the water along the side of the boat (keeping a vertical paddle shaft the entire time)</p>
	<p>Common Mistakes:</p> <ul style="list-style-type: none"> - pulls arm back without rotating core - plunges the paddle blade too deep into the water - Paddle is extended away from boat (horizontal paddle shaft)
	<p>Tips and Tricks:</p> <ul style="list-style-type: none"> - maintain the vertical paddle position by “stacking your hands” - Paddle should not rub against the gunwale. - There should be little “whirlpools” behind/beside the blade
FOLLOW-THROUGH	<p>Description:</p> <ul style="list-style-type: none"> - paddler slices the blade up and out of the water at approximately their hip
	<p>Common Mistakes:</p> <ul style="list-style-type: none"> - paddle is removed too early (knee) or too late (behind the paddler). - blade is removed with a “scooping” motion resulting in lifting the water up
	<p>Tips and Tricks:</p> <ul style="list-style-type: none"> - remember the mantra “tip to hip”

GWL30 WORKBOOK

This section contains:

WORKBOOK:

- Goal Setting
- Menu Plan
- The Temiskaming Disaster
- Resume Builder and Interview Prep
- Time Control Plans



GOAL SETTING

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

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

Write down one goal for the following areas:

TECHNICAL SKILL

LEADERSHIP DEVELOPMENT

GROUP RELATIONSHIP/COMMUNICATION

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

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

WIC TRIP-MENU PLAN (TRIP PLANNING)

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

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

THE TEMISKAMING DISASTER

THE FACTS

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

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

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

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

LAKE TEMISKAMING

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

THE CANOES

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

THE STEERSMEN

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

LIFE JACKETS

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

THE DEPARTURE

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

THE MORNING

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

THE RESCUE

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

IN CONCLUSION

Late in the morning of June 12, 1978, helicopter pilot Gary Smith happened to be flying over Lake Temiskaming when he spotted 2 tipped canoes. A rescue operation was immediately organized, and some boats and the necessary personnel arrived at the scene. A head count made the same day established that of the 31 members of the expedition, 13 were dead: 1 steersman and 12 boys.

One of the major conclusions drawn from the evidence submitted during the inquest is that the immediate cause of the accident of June 11, 1978 must be sought in an error of judgment on the part of the four (4) steersmen and particularly the leader.

GROUP DISCUSSION:

From an Instructor/Guide point of view - Identify and list as many "red flags" as possible.

Identify and list some specific things you would have done differently.

RESUME BUILDER

Make a list of any occupations, volunteer experiences, or education-based/ personal projects that you have been involved with in the past. Indicate the different responsibilities associated with those experiences and then identify any relevant skills that were required that could be related to the outdoor guiding industry. Keep this for future use when you go to write or update your resume.

Experience	Responsibilities	Relevant Skills
<i>EXAMPLE: Grocery Clerk – No Frills</i>	<i>Stocking shelves</i>	<i>Organization skills/time management</i>
	<i>Helping customers</i>	<i>Public relations</i>
	<i>Cashier</i>	<i>Responsible and trustworthy</i>

INTERVIEWS 101

Being a successful interviewee can take a lot of practice. For some, talking about themselves and learning to “sell” themselves can be awkward and tricky to do - especially when trying to come up with clear and decisive answers to questions on the spot. Taking the time to plot out some potential answers to common interview questions can be extremely helpful. Below is a summary of different question types, the employer’s goal in asking the questions, and the qualities the answer that is provided has an opportunity to showcase.

TYPE OF QUESTION	EMPLOYER GOAL	WHAT SKILLS AND QUALITIES THIS IS YOUR OPPORTUNITY TO SHOWCASE
Experience	Learn about your past experiences and qualifications (i.e. tripping experience)	<ul style="list-style-type: none"> <input type="checkbox"/> Outline your outdoor abilities <input type="checkbox"/> Demonstrate what you’ve learned about yourself and others through your tripping experience <input type="checkbox"/> Demonstrate your passion for the outdoors and working with others
Personal	Learn about who you are as a person (i.e. what your interests are, strengths, accomplishments)	<ul style="list-style-type: none"> <input type="checkbox"/> Highlight your personal strengths and how they relate to the position <input type="checkbox"/> Highlight items from your resume that speak to those strengths <input type="checkbox"/> Use situations from previous trips to demonstrate strengths and how they make you a better leader
Scenario	Learn about how you use your previous knowledge to understand a problem, then propose and evaluate solutions	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a clear understanding of the problem and its repercussions on the trip <input type="checkbox"/> Demonstrate an understanding of group dynamics <input type="checkbox"/> Demonstrate good judgment with respect to possible solutions <input type="checkbox"/> Demonstrate insight about possible preventions for this situation.
Reflective	Learn about how you reflect and learn from past experiences and use them to grow	<ul style="list-style-type: none"> <input type="checkbox"/> Highlight your communication skills, your ability to make sound judgments, your ability to work as a leader and team member <input type="checkbox"/> Highlight leadership abilities <input type="checkbox"/> Highlight your ability to learn from experiences, and why it’s important

INTERVIEW PREP EXERCISES

Following are a few common interview questions. For each question:

1. Identify which type of question you think it is.
2. In point form, summarize what you would include in your answer.

SAMPLE QUESTION	TYPE OF QUESTION	POINTS YOU WOULD INCLUDE IN YOUR ANSWER
On day three of a five day canoe trip, a student refuses to paddle with another student because they say they are a “lily dipper” and do not pull their weight. How would you handle this situation?		
Describe three qualities that you have that you feel would make you a great instructor at Gould Lake.		
What do you feel are the main benefits for students participating in extended wilderness expeditions?		

LEADER FOR THE DAY CHECKLIST

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

TCP INFORMATION

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

So WHAT IS A TCP?

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

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

FILLING OUT YOUR TCP

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

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

WHY IS THIS PART OF OUR COURSE?

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

ACCURACY

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

MOVING WATER CANOEING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

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

SCOUTING

Total sections to be scouted	
Total estimated scouting time	hours

PORTAGING

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

BREAKS

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

TOTAL TRAVEL TIME

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

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

MOVING WATER CANOEING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

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

SCOUTING

Total sections to be scouted	
Total estimated scouting time	hours

PORTAGING

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

BREAKS

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

TOTAL TRAVEL TIME

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

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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MOVING WATER CANOEING TIME CONTROL PLAN

START LOCATION

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Description:	Description:
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Total distance to be paddled	km
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Total estimated paddling time	hours

SCOUTING

Total sections to be scouted	
Total estimated scouting time	hours

PORTAGING

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

BREAKS

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

TOTAL TRAVEL TIME

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

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

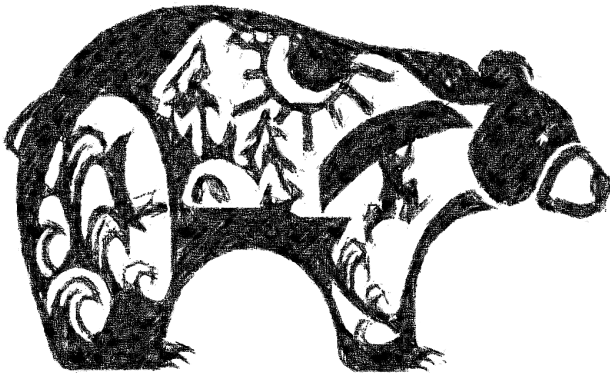
**REFLECT ON THE TIMELINE OF THE DAY.
HOW DID IT DIFFER FROM TCP?**

GWL30 ASSIGNMENTS

This section contains:

ASSIGNMENTS:

- Pre and Post Trip Relections
- Leadership Style Assessment
- Leadership Skills Assessment
- Lesson Plan and Lesson Delivery



PRE-TRIP REFLECTION

As you transition into the role of being a WIC student it is important to take some time to reflect on where you have come from and where you are hoping to go.

1. Why have you decided to participate in the WIC program this summer?

2. What are you looking forward to the most about this experience?

3. What do you think will be the most challenging aspect of this course?

4. Describe the “ultimate” wilderness guide. Try to be as detailed as possible. Include everything from physical attributes to personality characteristics to leadership styles. No detail is too small. You will be asked to share your thoughts on what makes an “ultimate guide” during a group discussion.

LEADERSHIP STYLE ASSESSMENT

LEADERSHIP RATING

1. Please do this twice - once at the start of trip and once more near the end. Rate these characteristics in order of importance to you. Make 1 the most important and 16 the least important.

	Start of Trip	End of Trip
Caring/Empathetic		
Knowledgeable		
Entertaining		
Problem Solver		
Confident		
Optimistic		
Technically Skilled		
Organized		
Good Communicator		
Shows Integrity		
Good Listener		
Good Interpersonal Skills		
Adaptable		
Respectful		
Visionary		
Courageous		

ADDITIONAL NOTES

LEADERSHIP SKILLS ASSESSMENT

This is to be completed near the end of trip. 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 – Still getting comfortable with this skill
- Level 2 – Acceptable
- Level 3 – Awesome – keep learning
- Level 4 – Look out staff I’m gunning for your job

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

THEORY LESSON PRESENTATION

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

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



LESSON PLAN EXAMPLE

This is not a complete lesson plan.

This contains only enough information for demonstration purposes.

Name: *John Smith*

Course: *OP*

Topic: *Forward Stroke*

Duration: *10-15 mins*

LEARNING GOALS:

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

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

SUCCESS CRITERIA:

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

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

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

(Is the classroom set up for all learners?)

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

II) STUDENTS:

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

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

III) LEARNING STYLES:

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

MATERIALS/EQUIPMENT:

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

LESSON OUTLINE

GRABBER:

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

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

INTRODUCTION:

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

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

BODY:

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

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

CONCLUSION:

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

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

LESSON PLAN

Name:

Course:

Topic:

Duration:

LEARNING GOALS:

SUCCESS CRITERIA:

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

II) STUDENTS:

III) LEARNING STYLES:

MATERIALS/EQUIPMENT:

LESSON OUTLINE

GRABBER:

INTRODUCTION:

BODY:

CONCLUSION:

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:

TRIP LOG AND REFLECTIONS



WIC TENTATIVE ROUTE – (TRIP PLANNING)

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

WIC STUDENT TRIP LOG/ROUTE REVIEW

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

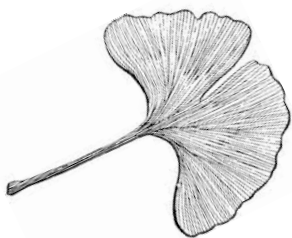
WIC STUDENT TRIP LOG/ROUTE REVIEW

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

WIC STUDENT TRIP LOG/ROUTE REVIEW

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

TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



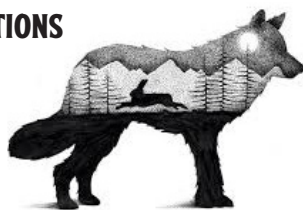
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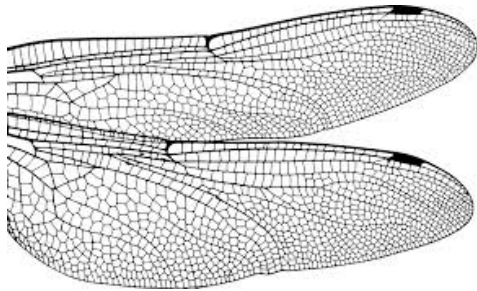
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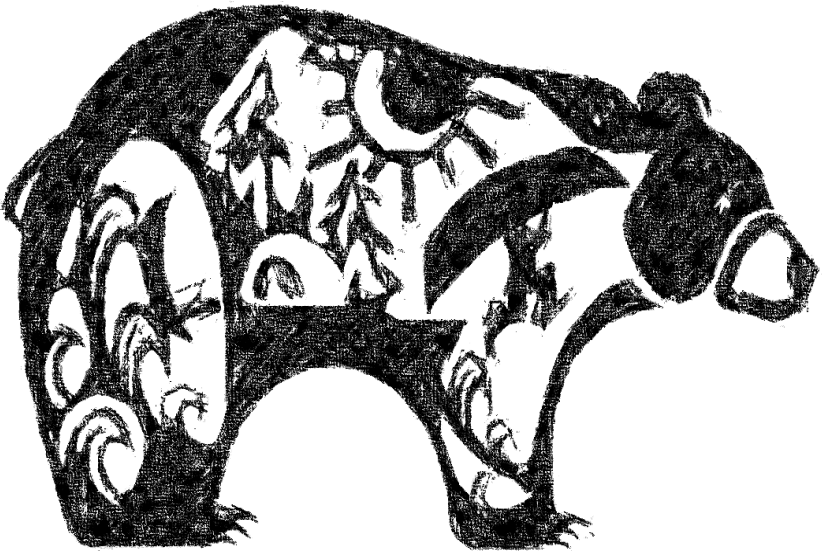
TRIP JOURNAL REFLECTIONS



TRIP JOURNAL REFLECTIONS



CURRICULUM



WIC GWL30 ASSESSMENT PACKAGE

PLEASE INCLUDE FIRST AND LAST NAMES (ON ALL PAGES)									
Summative tasks should be filled out as levels, not percentages.									
Summative	Leadership (30%)								
	Outdoor Knowledge and Skills (30%)								
	Trip Log and Journal (10%)								
	Pre-Trip Reflection (5%)								
Final Summative	Post-Trip Relection (5%)								
	Leadership Style Assessment (5%)								
	Leadership Skills Assessment (5%)								
	Lesson Plan and Lesson Delivery (10%)								
	<i>Days Absent (incl. Evacuations)</i>								
Learning Skills	Responsibility								
	Organization								
	Independent Work								
	Collaboration								
	Initiative								
	Self-Regulation								

WIC GWL30 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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Leadership (30%)

Leadership

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									

Facilitation

Demonstrates an understanding of time-related constraints, deadlines, goals, and expectations									
Demonstrates punctuality and preparedness									
Demonstrates an ability to coordinate a detailed plan for a wilderness trip									
Demonstrates an ability to promote participation in wilderness tripping activities									

Well-Being

Encourages and supports other group members									
Demonstrates willingness to assist peers in achieving their goals									
Role models appropriate behaviours									
Makes and promotes healthy choices regarding healthy eating and physical activity									
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 GWL30 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.

--	--	--	--	--	--	--	--	--

Outdoor Knowledge and Skills (30%)

Demonstrates ability to efficiently maneuver a canoe using a variety of appropriate paddle strokes (both from bow and stern).								
Demonstrates ability to read a river, identify important features, and plan a safe route through a set of rapids.								
Demonstrates ability to safely and efficiently portage gear and boats, while displaying an understanding of portage etiquette and the importance of teamwork.								
Demonstrates an understanding of the importance of maintaining a clean/organized campsite and how it relates to the management of animal encounters and general safety.								
Demonstrates an understanding of weather and uses knowledge and understanding to accurately interpret and predict weather conditions and make related group decisions.								
Demonstrates an understanding of stoves and water filters through safe use, proper maintenance, cleaning, and trouble-shooting.								
Demonstrates an understanding of navigation through proper use of maps and compass								
Demonstrates practical knowledge and understanding of knots (variety of knots being used in a variety of situations)								
Demonstrates an understanding of conflict resolution and is able to apply strategies to help deal with group conflict								
Demonstrates an understanding of stress management and uses appropriate strategies when dealing with stressful situations								
Demonstrates sound judgement when making decisions and/or helping the group come to a decision								
Demonstrates an understanding of group dynamics and group development								
Demonstrates an understanding of risk management								
Demonstrates ability to plan and create well-balanced, nutritious, and appetizing meals while maintaining a clean and organized cooking space.								
Final Level								

WIC GWL30 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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Journal and Trip Log (10%)

Trip Log

Knowledge/Understanding

Are the answers correct? Are the details accurate?

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Journal

Thinking/Communication

Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.

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Final Level

--	--	--	--	--	--	--	--	--	--

Pre and Post Trip Reflections (10%)

Pre Trip Reflections (5%)

Thinking/Communication

Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.

--	--	--	--	--	--	--	--	--	--

Post Trip Reflections (5%)

Thinking/Communication

Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.

--	--	--	--	--	--	--	--	--	--

Leadership Self Assessment (5%)

Thinking/Communication

Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.

--	--	--	--	--	--	--	--	--	--

Leadership Skills Self Assessment (5%)

Thinking/Communication

Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.

--	--	--	--	--	--	--	--	--	--

WIC GWL30 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.

--	--	--	--	--	--	--	--

Lesson Plan and Lesson Delivery (10%)

Provides and follows a lesson plan that is organized and contains sufficient details/information.							
Prepared materials, equipment and audience prior to lesson							
Presents information in a sequence that demonstrates planning and organization							
Demonstrates an understanding of the concepts, facts and issues of the topic							
Uses appropriate presentation skills (voice, eye contact, professionalism, variety of delivery)							
Uses visual aids and demonstrations with effectiveness and/or appropriateness							
Engages the audience							
Effectively answers questions							
Final Level							

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.

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

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

What is harder to catch the faster you run?

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

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

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

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

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

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

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

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

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

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

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

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

DIY T-SHIRT

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



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