

OUTDOOR SKILLS



SUMMER OF

STUDENT MANUAL

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WELCOME TO OUTDOOR SKILLS!



It is with great excitement and anticipation that we welcome you to the Outdoor Skills program. As you will discover, OS is a unique and unforgettable outdoor learning experience. This course will provide you with opportunities to learn, smile, laugh, teach, grow, see, smell, feel, appreciate, and reflect. The program focuses on personal growth, independence, and respect for yourself, for others, and for the landscapes through which we travel. Additionally, this course will help you to develop and refine many advanced camping, paddling, and related safety skills, while also advancing your outdoor leadership and instructional skills.

Outdoor Skills is designed to challenge you physically and mentally, so that the following statement is fully realized:

“WE ARE BETTER THAN WE KNOW. IF WE CAN BE MADE TO SEE IT, PERHAPS FOR THE REST OF OUR LIVES WE WILL BE UNWILLING TO SETTLE FOR LESS.”

~ UNKNOWN.

Upon the successful completion of the Outdoor Skills course, you will have the opportunity to obtain 2 important paddling industry certifications:

- ORCKA (Ontario Recreational Canoeing and Kayaking Association) Moving Water Level 1A
- ORCKA Flatwater Kayaking

YOUR OS STUDENT MANUAL

This manual is your lifeline to the Outdoor Skills Course. It contains everything you need to know to make this course successful – packing lists, assignment instructions, assessment rubrics, course information, and your trip log, fit log & journal. Think of this manual as being an essential textbook for OS, and be sure to take good care of it and keep it from getting wet or damaged.

You should have this manual with you for every day of OS – both at the barn and on trip!

STUDENT MANUAL SECTIONS

1. TRIP INFORMATION AND EQUIPMENT LISTS

This section provides some background information on the various trips and the equipment you will need to bring. Be sure to consult this information when packing!

2. THEORY LESSON

The theory lesson is intended to be prepared and created at home prior to the start of the session. The lesson outline and template should have been shared with you as a “pre-course” assignment. However, if there are any questions about your topic or if you require any assistance crafting your lesson please do not hesitate to ask your instructors.

3. STUDENT WORKBOOK

This is a series of short exercises covering a range of topics. These will generally be done on trip and your instructors will let you know when each is to be done.

4. JOURNAL, FIT LOG & TRIP LOG

Keeping a detailed record of your trip is important for many reasons. Including use for personal trips in the future, applying for jobs in the industry and as a personal reference for the amazing time you had in the places that you went and the wonderful friends you met along the way! These pages have been designed to make this process easy and rewarding. These should be done daily while on trip.

THINGS TO REMEMBER TO BRING TO EACH BARN DAY AT GOULD LAKE

- ✓ Personal Floatation Device (PFD)
- ✓ Prescribed medication if any (i.e., epi-pens, inhalers...)
- ✓ 2-4 litres of water
- ✓ Running shoes, for fitness activities (**not sandals**)
- ✓ Sun screen and lip-block
- ✓ Bug repellent (optional)
- ✓ A hat and sunglasses
- ✓ A swim suit and towel
- ✓ Rain gear and warmer clothes (in case it's cold)
- ✓ Lunch and snack food
- ✓ **Georgian Bay Trip Gear - BRING GEAR ON 1ST DAY!**
- ✓ This Student Manual

The Gould Lake Outdoor Centre will provide each student with a paddle and all other equipment required for the days spent at Gould Lake.

REMEMBER TO HAVE FUN...EVERY DAY!

RULES, SAFETY AND PREVENTION

- ✔ Gould Lake staff are responsible for your safety. You will be expected to adhere to their rules and demonstrate an appropriate level of respect. As well, you are expected to respect other students, the wilderness area we travel through and all equipment.
- ✔ You must wear **shoes** at all times while at the Outdoor Centre and on trip. Cut feet are a major infection risk, which may jeopardize your opportunity to go on trip.
- ✔ During free time and lunch breaks at the barn, students must stay on the cut grass and within sight of the barn. If someone is missing, an air horn will be blown. Staff will conduct a search while all students gather in front of the barn for a head count.
- ✔ On trip your instructors must know where you are at all times. You must be supervised by staff for swims.
- ✔ You must wear a PFD, properly done up, at all times when canoeing or kayaking.
- ✔ During barn days, please take all garbage, recycling and compost home with you. The barn does not have garbage pick-up. Food garbage can also cause animal problems.
- ✔ No smoking, alcohol or drug use at any time.

Outdoor Skills is a L.D.S.B. program and we consider both the Gould Lake Outdoor Centre and the wilderness we travel in, our classroom. Consequences of breaking any of these rules are the same as they would be at any school. This means the student may be unable to complete the course. This may prevent the student from receiving the corresponding credit. In the case of illegal substances, police will be contacted.

DO NOT BRING ALCOHOL, CIGARETTES, E-CIGARETTES (INCLUDING VAPORIZERS) OR ANY OTHER NON-PRESCRIBED DRUGS.

Outdoor Skills: General Schedule

Staff Day	Day 1		Day 2		Day 3 - 11		Day 12 Barn Day 3	Day 13 - 16		Staff Day
	Barn Day 1	Pick up 8:30 AM	Barn Day 2	Depart Centennial PS 6:00AM	Pick Up St Almant's Marina 10:00 AM (bus departs)	Day off for students		Depart Centennial PS 7:00 AM	Pick up Palmer Rapids 1:30 PM (bus departs)	
	Pick up 8:30 AM	Drop off 4:00 PM Centennial PS	Drop off Chikanishing River	Georgian Bay	Drop off 5:00 PM Centennial PS	Staff Day	Drop off 4:00 PM Centennial PS	Drop Off 4:00 PM Centennial PS		

IMPORTANT BUS INFO

MORNING BUS DEPARTURE TIMES FOR BARN DAYS:

Centennial PS (8:30am), Elginburg (8:45am), Loughborough (9:00am)

AFTERNOON BUS ARRIVAL TIMES FOR BARN DAYS:

Loughborough (3:30pm), Elginburg (3:45pm), Centennial (4:00pm)

GEORGIAN BAY TRIP DEPARTURE TIME:

6:00am from Centennial PS (ONLY)

ARRIVAL TIME BACK FROM GEORGIAN BAY (CENTENNIAL PS):

Approximately 5:00pm (updated bus arrivals times will be communicated via email)

PALMER RAPIDS TRIP DEPARTURE TIME:

7:00am from Centennial PS (ONLY)

ARRIVAL TIME BACK FROM PALMER RAPIDS (CENTENNIAL PS):

Approximately 4:00pm (updated bus arrivals times will be communicated via email)

TRIP INFORMATION AND EQUIPMENT LISTS



TRIP PREVIEW: SEA KAYAKING GEORGIAN BAY

Who Trips in Rubber Boots?

A sea kayaking trip can be very different from canoe tripping. You don't have a pack to carry and the weight of your gear isn't all that important...it's the space that gear takes up that counts! Fitting our equipment into the kayaks is a skill in itself – one that we will all need to learn.

You may wish to travel 20 km on a given day but never end up leaving your site. Instead, you may sit safely on shore and watch the wind whip the water into a frenzy of waves and swells. A northern landscape that has an ocean of freshwater has nothing to slow the wind. Beautifully barren islands are a great retreat from any biting insects but any amount of wind can produce large waves. You and your tent must be able to stand up to the full fury of a storm. This harsh environment is like a friendly, beautiful, wild animal that has teeth and can be moody - having respect for the forces of nature and being prepared for the worst possible storm are the keys to making a trip in this challenging environment successful. Our route will follow a path between the village of Killarney and the tiny hamlet of Byng Inlet.

We may experience nice calm, hot weather, or we may have quite cool weather. This is further north than our usual routes in Algonquin and the water of Lake Huron is much colder than Algonquin's. It is important to bring the extra clothes and equipment mentioned in the clothing checklist.

You may be wondering why the packing list includes rubber boots...good question! This area of Ontario falls within the range of the Massasauga Rattlesnake. Though very seldom encountered, these inhabitants of the area can pose a safety risk – the rubber boots will be worn if a rattlesnake is seen or suspected to be nearby. The boots are effective at protecting us from bites to the feet, ankles, or lower legs (where most bites occur)...though it is unlikely that they will be needed!

For many OS students, the Georgian Bay portion has a special place in their hearts. With this new type of tripping, every day brings new learning opportunities, the challenge of two paddle blades, self-reliance, and exhaustion. Then there are moments you'll catch yourself sitting, alone or with friends, gazing at an indescribable sunset across the endless horizon losing all consciousness of how tired you really are.

OS - GB CLOTHING/GEAR LIST

CLOTHING LIST

ITEM	USE/TYPE
Peaked ball cap/sun hat	To provide shade from sun
Toque	For warmth- NO cotton
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 t-shirt must have short sleeves for sun 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 to go over long underwear)
1 Long underwear top & bottom	Wool or polypropylene- No cotton
Long sleeve fleece or wool shirt	Must be large enough to fit over long underwear top
Rain Jacket & Pants	Must be reliable & large enough to fit over layers
1 pair "Trip" shoes (aka "Wet" shoes)	Must be sturdy, closed toed footwear that have good ankle support which are suitable for walking along rocky shorelines and/or when portaging. Heavy hiking boots are strongly discouraged as students will have to swim in their trip shoes. Water shoes, neoprene booties and sandals are not acceptable "Trip" shoes.
1 pair "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
1 pair of rubber boots	Needed for protection if staff judge there to be a reasonable risk of rattlesnake encounters
4 pairs of wool socks	

GEAR LIST

ITEM	USE/TYPE
PFD (Personal Flotation Device)	Canadian approved PFDs must have an Underwriters Laboratories of Canada (ULC) maple leaf label on the inside of the jacket. Shorter PFDs are preferable as they do not interfere with a spray skirt when kayaking.
Sleeping Bag	Preferably smallish when packed (0 degree rating is recommended)
4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
Thermarest or insulate pad	Insulate pads may be borrowed from GL. Please try to avoid thermarests or pads that do not roll up into a small cylinder
Small dry bags	10L bags are great, 20L bags are satisfactory, 30L bags are excessive. Total of all bags (including your sleeping bag) should not exceed 30L
Small nylon stuff sacs	To organize your personal gear as needed

2 (1 Litre) water bottle(s) with Carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic (BPA-free).
Cup, bowl, spoon	Sturdy Tupperware bowl with lid (i.e. "short" Nalgene containers with screw-top lid
Pocket knife or multi-tool	No blades greater than 4" will be permitted. Must have a locking blade
Lighter and/or matches	Make sure they are in a waterproof bag (i.e. Ziploc)
1 Whistle	Attached to your PFD
Headlamp (GREAT) or flashlight (OK)	With extra batteries
Insect repellent	Spray-on or rub-on (NO aerosols)
Toothpaste, toothbrush, hand sanitizer, and comb and/or brush	Small travel-size; in a small nylon bag or Ziploc
Sun screen, lip block, sun glasses	20-30 UVB/UVA (broad spectrum) Sunglasses with UV protection
Nylon Cord	~3m in length & diameter of a shoelace. Used for making clothes line(s)
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, Ziploc bags and an air-tight container). See note following Palmer clothing/gear lists.
Camera, watch (with alarm), book, playing cards (optional)	Watch is very useful to have on trip! Camera's help us create long lasting memories.
Glasses and/or contacts	Bring extra pair of glasses/contacts in case of damage
Prescription Drugs, inhalers, epi-pens	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
Your OS Manual & writing utensil(s)	Make sure manual is kept in a waterproofed bag
Energy/Granola Bars/GORP	This is your snack for trip. This should be a reasonable quantity of energy/granola bars (1-2 bars per day). Please ensure all products are certified peanut and tree-nut free.
Disposable lunch	For bus ride to GB
Money	For bus ride home from GB

- ☑ **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, soap, shampoos, etc.

PALMER RAPIDS

A River Flows by Us

The Madawaska River was the first highway in which people first traveled the Greater Madawaska region. Palmer Rapids is a small section of the Madawaska River that is 230km long and drains an area of 8,740 square kilometers. The River starts at Source Lake in the highlands of Algonquin Park and feeds into the mighty Ottawa River near Arnprior, Ontario.

The rivers name comes from an Algonquin band of the region known as “Matouweskarini” meaning “people of the shallows”. The Madawaska is considered by many in the paddling community to be Ontario’s premiere site for introducing canoeists to moving water.

The four-day moving water section of OS combines an ORCKA Moving Water Level 1A course with training in River Safety and Rescue techniques. With the lake water paddling abilities that you already possess from previous programs, the transition to moving water canoeing is a natural, exciting, and rewarding step.

Tipped canoes are common and create many humorous moments and fun memories. As the whitewater saying goes, “If you’re not tipping, you’re not trying!”

The first couple of days will bring us a variety of instruction, practice and play on and around the river. Instruction will range from moving water paddling strokes and maneuvers to rapid anatomy, from knot tying to river communication and rescue, and of course, how to safely swim through rapids.

During the final couple of days, we begin to evaluate maneuvers on the river. There are several criteria to be met for the ORCKA Moving Water Level 1A certification, so we have busy days that are fun filled.

Since we’re base camping, we do not have to take down and remake camp every day, so we leave the tents up, and use the outhouses. The time that is saved by not moving our base camp allows us to spend even more time challenging the rapids. This is the ideal trip to bring an extra sweater, musical instruments or Jujubes for your instructors! Remember that the water is cooler than most lakes, and depending on the weather and your frequency of being in the water, you may get cold, so bring lots of wool socks, polypropylene long underwear (or similar material), and a good toque! Even nylon pants and jackets have been regularly worn for their warmth. Remember, cotton sucks (!) the heat away from your body when you’re wet, so try to avoid cotton clothing. Get ready for an experience much different from the “Outreach” you once knew!

OS - PALMER CLOTHING/GEAR LIST

CLOTHING LIST

ITEM	USE/TYPE
Peaked ball cap/sun hat	To provide shade from sun
Toque	For warmth- NO cotton
Buff and/or bandana	For sun protection
Swim suit	Or shorts & bathing suit top
2 Pairs of quick-dry shorts	Can be used as swim suits
3 T-shirts/tank top	One t-shirt must have short sleeves for sun protection
Long pants (RAD- rapid-air dry)	NO jeans or jogging pants (not needed if you have wind pants to go over long underwear)
1 Long underwear top & bottom	Wool or polypropylene- No cotton
Long sleeve fleece or wool shirt	Must be large enough to fit over long underwear top
Rain Jacket & Pants	Must be reliable & large enough to fit over layers
1 pair "Trip" shoes (aka "Wet" shoes)	Must be sturdy, closed toed footwear that have good ankle support which are suitable for walking along rocky shorelines and/or when portaging. Heavy hiking boots are strongly discouraged as students will have to swim in their wet shoes. Water shoes, neoprene booties and sandals are not acceptable "Trip" shoes.
1 pair "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
2 pairs underwear and wool socks	

GEAR LIST

ITEM	USE/TYPE
PFJ (Personal Flotation Device)	Canadian approved PFJs must have an Underwriters Laboratories of Canada (ULC) maple leaf label on the inside of the jacket. Shorter PFJs are preferable as they do not interfere with a spray skirt when kayaking. More information in the Parent Handbook.
Sleeping Bag	Preferably smallish when packed (0 degree rating is recommended)
4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
Thermarest or insulate pad	Insulate pads may be borrowed from GL. Please try to avoid thermarests or pads that do not roll up into a small cylinder
Small dry bags	10L bags are great, 20L bags are satisfactory, 30L bags are excessive. Total of all bags (including your sleeping bag) should not exceed 30L
Small nylon stuff sacs	To organize your personal gear as needed

2 (1 Litre) water bottle(s) with Carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic (BPA-free).
Cup, bowl, spoon	Sturdy Tupperware bowl with lid (i.e. "short" Nalgene containers with screw-top lid)
Pocket knife or multi-tool	No blades great than 4" will be permitted. Must have a locking blade
Lighter and/or matches	Make sure they are in a waterproof bag (i.e. Ziploc)
1 Whistle	Attached to your pack
Headlamp (GREAT) or flashlight (OK)	With extra batteries
Insect repellent	Spray-on or rub-on (NO aerosols)
Toothpaste, toothbrush, hand sanitizer, and comb and/or brush	Small travel-size; in a small nylon bag or Ziploc
Sun screen, lip block, sun glasses	20-30 UVB/UVA (broad spectrum) Sunglasses with UV protection
Nylon Cord	~3m in length & diameter of a shoelace. Used for making clothes line(s)
Tampons or pads (feminine)	Please bring even if you're not expecting your period on trip. Should include the appropriate disposal materials. Please see note on the following page.
Camera, watch (with alarm), book, playing cards (optional)	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
Prescription Drugs, inhalers, epi-pens	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
Your OS Manual & writing utensil(s)	Make sure manual is kept in a waterproofed bag
Energy/Granola Bars/GORP	This is your snack for trip. This could be a reasonable quantity of GORP (~100g per day) or energy/granola bars (1-2 bars per day). Please ensure all products are certified peanut and tree-nut free.
Juice Crystals (optional)	A reasonable amount (no more than 1L per day)

- 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, soap, shampoos, etc.

MENSTRUAL PRODUCTS DISPOSAL, CARE AND INFORMATION

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

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

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

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

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

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

WHAT'S AN ORCKA?



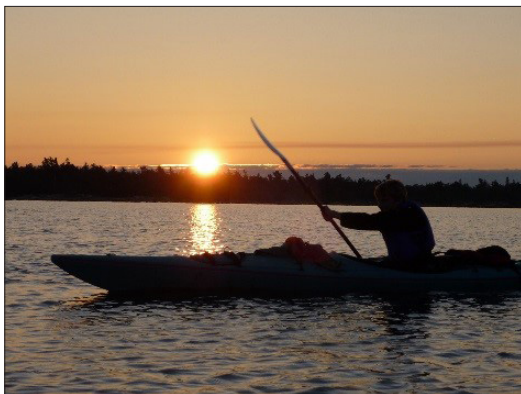
ORCKA, **The Ontario Recreational Canoeing and Kayaking Association**, is the most widely recognized organization that promotes, trains, and certifies canoeists and kayakers in our province. It is regarded as an authority in the paddling field by many organizations including summer camps and school boards. The Gould Lake Outdoor Centre is a proud organizational member of ORCKA. During OS, you will have the opportunity to receive 2 additional valuable ORCKA certifications:

- Moving Water Level 1A**
- Flatwater Kayaking**

These awards represent a respected level of experience and competence in paddling, and may be useful to you should you ever wish to work in the paddling industry, such as at Gould Lake or at a summer camp.

To learn more about ORCKA, please visit www.orcka.ca

ORCKA FLATWATER KAYAKING



SAFETY

- Retrieve a swamped kayak
- Rafting
- Bow rescue
- 'T' rescue

SKILLS

- Entering and exiting a kayak
- Wet exit
- Balancing
- Edging
- Pivots
- Forward straight line
- Reverse straight line
- Lifts and carries
- Forward stroke
- Reverse stroke
- Forward sweep
- Reverse sweep
- Draw stroke
- Low brace

THEORY

- Kayak outfitting
- Clothing for kayaking
- Paddles
- Equipment care
- Kayaking resources
- Kayak design and materials
- Safety equipment
- Injury prevention



ORCKA MOVING WATER 1A



REQUIREMENTS TO EARN THIS CERTIFICATION

SAFETY

- Swimming in a rapid
- Retrieving a swamped canoe
- Canoe over canoe rescue
- Self rescue
- Line toss rescue
- On-water communications

SKILLS

- Entering and exiting a canoe
- Landing
- Eddy out
- Peel out
- 'S'- Turn
- Front ferry
- Back ferry
- Side slip
- Front surf
- Portaging
- Lining, tracking, & wading

THEORY

- Canoeing heritage
- Canoe design and construction
- Canoe outfitting
- Moving water principles
- River reading
- Trip planning
- Canoeing first aid
- Canoeing resources



RESOURCES



WELCOME TO THE OUTDOOR SKILLS STUDENT RESOURCE AND WORKBOOK SECTION!

This section of your manual has been designed to provide you with an enjoyable and stress-free way to expand and refine your wilderness tripping skills and knowledge. The activities contained within this section reflect the very broad range of topics covered in the Outdoor Skills course.

Throughout your course your trip leaders will lead you through a series of lessons ranging in topics. These resources will help you follow along with those lessons and then you may be asked to apply the information during a workbook activity, as part of your daily journal entry, or simply to contribute to group discussions.

RESOURCES:

- Goal Setting
- Nutrition and Hydration
- How to Pack a Kayak
- Navigation
- Lost/Missing Person
- Substance Use and Abuse
- Risk Management
- Crisis Management
- Phases of Movement
- Time Control Plans (TCPs)
- Canoe Design (Palmer)
- River Hydrology/Morphology (Palmer)

WORKBOOK ACTIVITIES:

- Goal setting
- Menu plan
- Assigned gear (kayak packing)
- Kayak TCP

GOAL SETTING

A goal is an outcome, something that will make a difference as a result of achieving it.

Goals are not easy things to create!

A goal **shouldn't be too ambitious** to be out of reach, but also **not so simple** that it does not challenge yourself.

A goal has to be **realistic** with a stretch, requiring **effort** and focus to achieve it.

Goals need **time-frames** and **measurable action steps** along the way so that you can keep **track of progress** and make **adjustments** as necessary.

In order to help us follow these guidelines and to ensure our goals are effective, we can focus on creating **S.M.A.R.T.** Goals

S.M.A.R.T. GOALS ARE:

SPECIFIC: Is it clear?

- Clarify exactly what it is that you want to be able to do.

MEASURABLE: How will you know when you get there?

- Goals need to be made in small steps – so you know whether there has been a change.

ATTAINABLE: Is it possible?

- Must be a goal that can be accomplished and is within your abilities and control.
- Must be personally owned and not imposed by others.

REALISTIC: Is it probable or likely?

- Goals must not be too easy or you lose interest in them.
- Goals must not be too hard or you become discouraged and give up.

TIME FRAME: What are the time-lines?

- Using time-lines give a sense of organization and promotes commitment to the goal

NUTRITION AND HYDRATION

“THE BELLY RULES THE MIND!”

In order to stay healthy, happy and full of energy, you must eat more than usual on a strenuous canoe trip and even more on a physically challenging hiking trip. Your body is likely working harder than it does at home and it needs more fuel to keep running well. All our trip food will keep well without refrigeration. Since water is very heavy, our food is made up mostly of pastas, dried grains, legumes, fruits, seeds, etc.

PROTEIN...

is necessary to build and repair muscle. Protein in your diet comes from seeds, milk products, meat and many other sources. Animal proteins are complete (meat, eggs, milk, cheese). Non-animal proteins (rice, beans, pasta) are incomplete proteins. They have protein in them but it must be combined in ways that lets your body use it, this is called ‘complementation’. Protein complementation involves the mixing of legumes (beans, peas, lentils) and grains (bread, pasta, rice) over the course of a day or two. The resulting protein is of higher quality than meat because it is more usable by the body.

CARBOHYDRATES...

are generally classified as either simple or complex. Simple carbohydrates (or simple sugars) are what your body can utilize quickly to provide fast energy (such as candy, juice and fruits) but they are used up very quickly. Complex carbohydrates (or complex sugars) are released slowly after a meal which allows the energy to last a longer period of time although it takes longer to acquire. It is from carbohydrates that we obtain most of our energy on trip, usually from bread, pasta, rice, and grains. Fibre is also a necessary carbohydrate which assists in keeping our digestive track in order.

FATS...

have approximately two times as much energy when compared with carbohydrates, gram for gram. The energy from fat is released slower than carbohydrates but lasts for much longer. Over-eating animal fats are bad for our health. However, we all need some fat to survive. It is especially important to help keep your body warm and provide long-term energy. Our trip diet is low in animal fats. You will receive what you need from the cheese and nuts in this diet.

NUTRIENTS, VITAMINS AND MINERALS...

are present in small amounts in almost all foods. We take some fresh and dried vegetables on trip and lots of dried fruit.

WATER...

is the most vital part of any diet. In camp, we will usually purify or boil our water, while paddling we use water filters. It is difficult to always be completely hydrated on trip particularly when we are working hard and it is hot and sunny. You need to drink much more water on trip than you do at home, at least 3L each day.

NUTRITION NOTE

IN ORDER TO HAVE A HAPPY GROUP...

We need to consider how often we need to eat. It is important to recognize that very often if people are slowing down or if they are getting less talkative or grumpy – it may well be because they are hungry. The average person needs 2500 - 4500 calories each day on a trip like OS. Keeping people fed keeps the group moving faster. Taking breaks to eat and drink doesn't slow the group down in the end!

When you are on trip, you will be working as a team with a small group of people. It is up to everyone to look after each other. This may mean that you suggest a snack or lunch break because you know that you are getting hungry. Remember, if you are hungry it is very likely that someone else is hungry too!



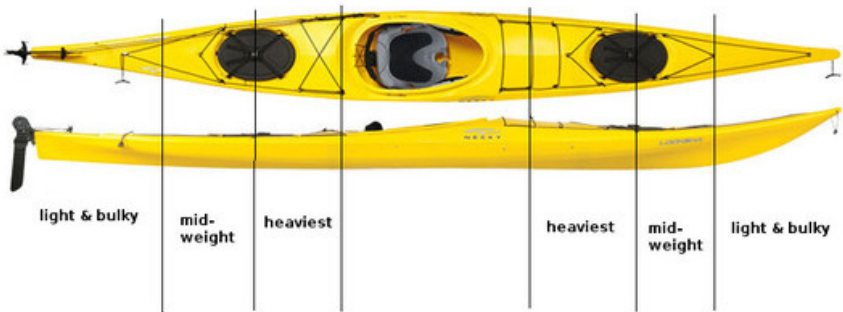
Everyone one will have a turn to be the leader of the day on trip. The most important part of your decision making on that day may be to decide the best time for people to eat and drink. Skipping lunch to get to a campsite early probably isn't worth it.

It is safer to do a portage when the group is well rested and not hungry. There will be less chance of a group member falling or twisting an ankle if they are well fed and well hydrated. You may be able to keep everyone happy and prevent people getting on each other's nerves, or hurt, if you call the food breaks before they are desperately needed.

**AVOID MAKING DECISIONS OR GIVING SOMEONE
FEEDBACK IF YOU OR OTHERS ARE HUNGRY**

HOW TO PACK A KAYAK

- In front of the bow inside the bulkhead – tent poles, fuel bottles, running shoes, tent, waterproof stuff bags
- On top of the bow of the boat – map, compass, GPS, water bottle, kayak pump
- In the cockpit with you – lap bag, lunch in a Tupperware container, sponge
- Inside behind the seat – rain gear, extra water if needed
- Behind the stern inside the bulkhead –food bags, pots, sleeping bag, Thermarest, more waterproof stuff bags, group gear
- On top of the boat behind the seat – extra paddle, float bag, tow rope, cockpit sling



NAVIGATION

MAPS

What is a map?

A map is a representation of the earth's surface, a detailed picture of an area. When using a map, you will need to know how to orient it and identify some important features/symbols.

Legend or Key

A map's legend provides the user with a list of all the symbols used on the map. Information on trails, roads, vegetation, rivers, rapids and a whole lot more.

Title & Date

Name of the area being shown and when the map was last drawn. This is important because if your map is a few years old it won't show recent changes that have happened. Example: New logging road.

North Arrow or Compass Rose

An arrow that indicates which direction the map is drawn to (most maps are drawn with north on the top). A north arrow, also known as a compass rose makes it much easier to orient the map to the surrounding area. You just point the north arrow north!

Scale

A method of relating the "real" distance on the ground to the corresponding distance as it appears on a map. All maps do not use the same scale. Maps of 1:10000 (1 cm on the map would actually be 10,000cm in "real" life on land or 100m on land).

Colour

On many maps mountains are brown and rivers are blue. But just as there are many types of color maps, there are also many different color schemes used. The map user should look to the legend for an explanation of colors on a map.

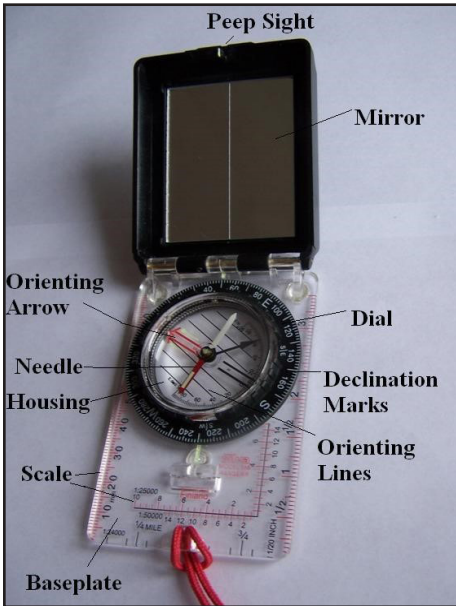
THE 3 NORTHS

- ① True north: The northern end of the earth's axis of rotation.
- ② Magnetic north: Where compasses point to; currently the earth's magnetic pole is in northern Canada. It is a considerable distance from the True North (North Pole).
- ③ Grid north: The lines that are created when trying to transform 3D Earth into a 2D map. They are not quite parallel to the meridian at the sides of your map (because of the curvature of the earth's surface). They do not point exactly to true north.

COMPASS NAVIGATION (USES MAGNETIC NORTH)

Generally, compasses are used with a map to set a bearing and then used in the real world to travel in the correct direction OR take a bearing(s) in the real world and then use it on the map to determine where you are going or where you currently are (aka triangulation).

PARTS OF A COMPASS



DECLINATION

Declination is the difference between Magnetic North and True North or Magnetic North and Grid North. It depends on whether the map is using Latitude and Longitude (then it will be the True North) or UTM (then it will be the Grid North).

Either way it must be adjusted for when you are switching between real world and your map. Always look at your map to determine what number of degrees to add/subtract.

SETTING AND FOLLOWING A BEARING

- ① Use the Ruler (Scale) of the compass as a line to connect the two points (where you currently are and where you want to end up with the direction of travel arrow pointing the direction you want to go).
- ② Now turn the Housing until the Orienting Lines match the grid lines which run North/South on the map with the Orienting Arrow pointing north (the grid lines can be either latitude/longitude or UTM)
- ③ If you look in the Housing at what degrees match up with your Direction of Travel Arrow you are looking at your Bearing!
- ④ The last thing to do is account for Declination. Since we are in Ontario we are going to ADD the declination which can be found on the map itself. Once you add this many degrees (usually around 10 to 12) to the bearing you can use this in the real world.

- Ⓢ Put away the map and hold the compass in your hand, rotate your hand (NOT the housing) until the Magnetic Needle is inside the Orienting Arrow (“Red in the Shed”).
- Ⓢ THIS IS THE DIRECTION YOU WANT TO GO TO GET TO YOUR LOCATION!

TAKING A FIELD BEARING

- Ⓢ Face the landmark and point your compass’ Direction of Travel Arrow at it.
- Ⓢ Rotate the Housing until this Direction of Travel Arrow rests in the Orienting Arrow. (“Red in the shed”)
- Ⓢ Now read the Bearing (degrees) which the Direction of Travel Arrow points to.
- Ⓢ This then can be used to record your direction for future use OR you can pull out a map to figure out where you are if you know where that landmark is on the map (ex. a portage or campsite).
- Ⓢ In this case, SUBTRACT the Declination before placing the compass on the map (Big world to little map = subtract, little map to big world = add).
- Ⓢ Line up the Ruler (direction of travel arrow pointing to where you are going) of the compass with the Landmark on the map that you know you took a bearing too.
- Ⓢ Now rotate the compass (NOT the housing) until the Orienting Lines run North/South with the Ruler still crossing through your Landmark.
- Ⓢ Now if you draw a line along the ruler you are currently somewhere along this line.

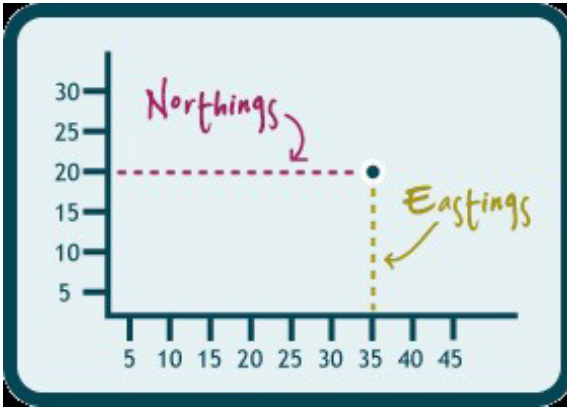
TRIANGULATING YOUR LOCATION

- Ⓢ This is just an expansion on “taking a field bearing” but it allows you to find exactly where you are at any time, if you are able to recognize two landmarks, and are able to find them on the map. (Maybe a steep cliff or a buoy)
- Ⓢ In this case you will be taking two bearings in the real world. One from each Landmark.
- Ⓢ After you take your first and SUBTRACT the declination, place the compass on the map with the Orienting Lines running north south and the Ruler crossing through that Landmark. Draw a light line on the map along the Ruler.
- Ⓢ Now repeat step 3 with your second Landmark and draw a second line.
- Ⓢ Where these two lines INTERSECT shows you exactly where you are!!! (You can use a third or a fourth point to make sure your point is super-duper accurate)

UNIVERSAL TRANSVERSE MERCATOR NAVIGATION (USES GRID NORTH)

This system (UTM or Military Grid) looks like a grid on a map, dividing up the map into smaller squares to help pinpoint items. Like the metric system, the UTM uses factors of 10 so the spacing between two sides can be divided into 10 smaller ones which can then be divided into 10 smaller ones etc. Generally, sets of 3 numbers for Eastings and 3 for Northings are sufficient.

When given map coordinates for a location, the first number represents the 'eastings', the second number represents the 'northings'.



'Eastings' are vertical lines dividing a map into east and west.

'Northings' are horizontal lines dividing the map into north and south sections.

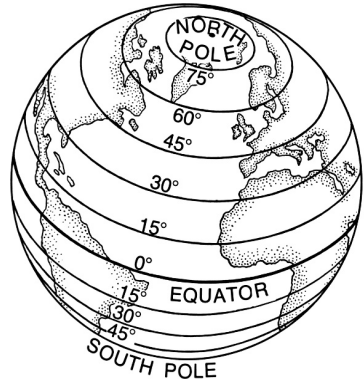
Each square can further be divided into ten parts to make a measurement more precise. For example, a map coordinate of 350 201 has an easting of 35.0 units and a northing of 20.1 units. If it helps you to remember the order, think; "In the house and up the stair."

LATITUDE AND LONGITUDE (USES TRUE NORTH)

LATITUDE:

These are lines that run HORIZONTALLY across the globe (like the rungs on a ladder... aka LADDERTUDE)

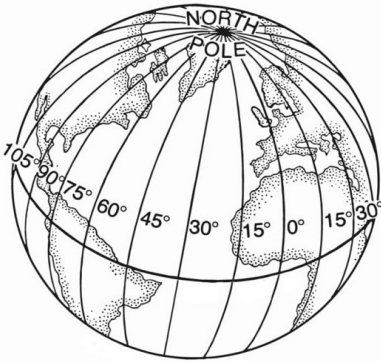
The Equator is labeled as being 0° Latitude. All points NORTH of this are given their degrees followed by the letter "N". All points SOUTH of the equator are given their degrees followed by the letter "S". Both Poles are 90 degrees North/South respectively.



LONGITUDE:

These are lines that run VERTICALLY up and down the globe.

The vertical line running through Greenwich England, is labeled as being 0° Longitude. All points EAST of this line are given their degrees followed by the letter "E" until 180 degrees is reached (half way around the earth). All points WEST of Greenwich are given their degrees followed by the letter "W" until 180 degrees is reached (half way around the earth).



Both Latitude and Longitude are expressed as degrees. Each degree is further divided into 60 minutes and 60 seconds. These minutes and seconds allow the lat/long reference number to be as accurate as possible.

GLOBAL POSITIONING SYSTEM (GPS)

GPS is a satellite navigation system that consists of 24 satellites which orbit the earth, transmitting information about precise time AND position. GPS was developed in the 1970s with the US Department of Defense to provide positioning and navigation data to military forces.

Originally it was not accessible by the general public but it became so in 1983 and is accurate to within 5 to 30 metres depending on the strength of the signal being received. Obstructions such as cloud cover, forested areas, being inside buildings and being in valleys do limit the GPS receiver's accuracy.

CHARTS

WHAT IS A CHART?

A nautical chart is used by mariners and represents hydro-graphic data, providing very detailed information on water depths, shoreline, tide predictions, obstructions to navigation such as rocks and shipwrecks, and navigational aids. Mariners use charts to plot routes through open bodies of water or through high traffic areas.

All commercial vessels in Canada's waters must carry and use nautical charts and related publications from the Canadian Hydrographic Service.

WHAT MAKES A CHART DIFFERENT FROM A MAP?

Charts give very detailed, water based information on hidden dangers to boats. Maps represent landforms such as roads, mountains, valleys etc. Maps do not give detailed information about water features and charts will not give detailed information about on-land features, unless the on land feature is helpful to navigating from the water, like lighthouses, towers, churches etc. These landmarks can be very useful for navigation.

Another difference between a map and a chart is that charts do not have a legend or key. In order to understand what the symbols on a chart represent, you must refer to a book called "chart 1". Chart 1 is a publication containing explanations of the symbols, abbreviations and terms needed to interpret nautical charts published by the Canadian Hydrographic Service.

LOST/MISSING PERSON PROTOCOL

The best way to avoid becoming lost is to always BE PREPARED! Whether you are on a 10-day trip in Algonquin or on a day hike in Frontenac Park.

- Know the area. Study maps before you leave and practice your navigation skills.
- Leave a float plan with all the important information on it: date you are leaving, location, campsites, your daily itinerary and a time they should expect you to return. While in camp always tell someone where you are going even if it is just to use the washroom.
- Carry a whistle and always have a buddy to travel with.
- Try to always have these essential tools with you: water, food, headlamp, rain gear, extra clothes, fire starter, emergency kit with emerge blanket and signaling mirror, waterproof map of the area, a compass and a first aid kit.
- While traveling, frequently consult your map and if you become unsure of where you are always STOP to reassess. The less sure you are of your location the slower you should move.
- On a portage you might come to a fork in the road. If you are not 100% sure which way to go always stop and wait for your instructors.

WHAT TO DO IF YOU BECOME LOST ON A GOULD LAKE TRIP

SIT - Unless you are in a dangerous area, sit down and try to remain calm - chances are the rest of your group is already searching for you.

THINK – Try to figure out where you went wrong, assess the supplies you have, did someone see you leave? Did you leave any signs of your direction of travel along the way?

OBSERVE – Try to figure out direction, what is the weather doing? What time of day is it? Is there anything that might make the situation worse with time? ie. Water supply...

PLAN – Stay where you are, but plan what to do next. Start calling for help, blowing your whistle, make a fire or shelter etc. (make sure if you start calling for help or blowing your whistle that you are leaving space in between each call to listen for people calling back)

SUBSTANCE USE, ADDICTIONS AND RELATED BEHAVIOURS

(KNOWLEDGE AND THINKING & COMMUNICATION)

Substance use, addictions and related behaviours refers to any drug or other substance (with the exception of food and water) which, when taken into the body can alter the body's function either physically or psychologically. Substance use is when someone consumes drugs or alcohol without the intention of becoming addicted whereas substance abuse refers to the instance when someone consumes drugs or alcohol despite the fact that it causes issues in their life whether it be a major or minor issue. These issues could be related to their job, relationships or safety.

SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE

People who abuse a substance may start to neglect the things that were once important to them such as friends or family, work or school, and recreational or social events such as sports teams. They may become secretive, especially about how they spend their money and will continue to buy substances even though they know they can't afford it. This may cause them to commit illegal acts in order to buy more, such as stealing money or other things to sell for drug money. Other potential signs and symptoms include different or prolonged sleep patterns, blood shot eyes, and decreased appetite.

RISK AND PROTECTIVE FACTORS

Risk factors are precursors to drug abuse and occur before drug abuse. Statistically these risk factors are associated with an increased probability of drug use and abuse. The theory is that the more risk factors a child or youth experiences, the more likely they will experience substance abuse or related problems during adolescence and young adulthood. However, this does not always mean that a child will fall into substance abuse or other problems, this is due to the presence of protective factors that can mediate or moderate the effects of exposure to risk and in this case specifically the risk of drug abuse as a major health issue

RISK FACTORS AND PROTECTIVE FACTORS IN THEIR DIFFERENT ENVIRONMENTS:

RISK FACTORS		PROTECTIVE FACTORS		
INDIVIDUALS & PEERS	Association with friends/peers who model problem behaviour (use drugs)	INDIVIDUALS & PEERS	Affiliation with friends who model conventional behaviour and adoption of conventional norms about substance use/positive peer support	
	Attitudes favorable to substance use (generally people who are emotionally insecure so stick to things that are predictable: drugs, alcohol, eating, and smoking. People who suffer from anxiety and depression. Genetics)		Good coping styles (including empathy, problem solving, internal locus of control)	
	Delinquency such as shoplifting and gang fighting		Intolerance of attitudes toward deviance	
	Early and persistent problem behaviours (using drugs for the first time at a young age)		Optimism and positive orientation toward health	
	General sense of hopelessness for life		Perception of risk of substance use	
	Low expectations of success		Perception of strong social controls or sanctions against transgressions	
	Low self esteem		Perception of strong anti-drug attitudes and behaviour among peers	
	Perceptions of peer approval by having drug using behaviours		Positive relations with adults	
	Lack of social bonding, alienation, rebelliousness, resistance to authority.		Religious beliefs and practices	
	Physiological factors (sensation-seeking, curiosity, boredom, and poor impulse control)		Social competence skills (social interaction skills and values)	
	Poor social adjustment		FAMILY	Educational opportunities and social support for parents (teaching parents how to discipline children and handle conflict)
	Poor coping skills			Parental monitoring with clear rules of conduct and parental involvement in their children's lives
	FAMILY			Chaotic home environments
			Family conflict	

	Low bonding, lack of mutual attachment and nurturing, and poor family relationships		Secure and stable family
	Parent and/or other family members use substances or have attitude that favours substance abuse.		Strong bonds/attachments between children and their families
	Poor or inconsistent parenting skills (ineffective parenting, and negative communication patterns)		Strong family norms and morality
	Unrealistically high expectations		Supportive, caring parents; family harmony
	Availability of substances	COMMUNITY	Access to support services
	COMMUNITY		Community/cultural norms against violence and substance use
Community networking			
Healthy leisure and activities			
Exposure to violence	Strong cultural identity and ethnic pride		
Extreme economic deprivation	Strong bonds with pro-social institutions (such as religious organizations or other community groups)		
Lack of legislation and law enforcement	SCHOOL		Organizational changes in schools (tutoring, improved school-faculty-community relationship, changed discipline procedures)
Lenient laws and norms about drug and alcohol use			Positive orientation toward school, sense of belonging, bonding
Neighborhood disorganization, including war and refugee camp		Positive school climate	
Perceptions of approval of substance using behaviours in community environments		Pro-social peer group	
Academic failure, poor school achievement		School norms that discourage violence and substance use	
SCHOOL		Low degree of commitment to school	Successful school performance and recognition of achievement
	Peer rejection in elementary grades		
	Poor academic adjustment and commitment		
	Unrealistically high expectations		

RISK MANAGEMENT – BACKGROUND

CONSIDER THIS...

Have you and your family ever lit a few candles to decorate your table for a holiday dinner? Are these candles absolutely necessary? No. Is there a risk involved in having an open flame in your home? Absolutely. Are the potential consequences of an accident serious? Dead serious. However, most of us wouldn't hesitate to light the candles in spite of the risk. We do this because whether we realize or not, we manage this risk. We don't leave the candles unattended. We don't place the candles adjacent to highly combustible fuels. We use an appropriate candlestick/holder. We take care not to knock the candles over. We have confidence in our ability to extinguish the fire quickly should the candles be knocked over. We keep the candles out of reach of children and pets. We put the candles out before going to bed. With all of these factors considered, we decide that the risk is worth it for the benefits in the atmosphere and enjoyment provided by the candles.

WHY IS THIS PART OF OS?

Risk Management is an absolutely vital element of your development as a wilderness leader. The consequences of even small injuries when in an isolated wilderness setting can be huge. This is why it so important for wilderness leaders to understand how to assess the risks associated with a given activity, take steps to reduce those risks, and then make a decision as to whether or not the risk is 'acceptable'. Managing risk on trip is something that you will come to do constantly – whether you know it or not!

SO HOW CAN WE MANAGE RISK ON TRIP?

Risk management is not intended to eliminate risk – that would be almost impossible. Rather, it is a process whereby we identify what risks are associated with a given activity, and then take steps to reduce these risks. On trip, this can be done in two general ways:

1. REDUCE THE FREQUENCY OF THE RISK:

This means that we are taking steps to decrease the chances of something negative occurring.

2. REDUCE THE SEVERITY OF THE RISK:

This means that we are taking steps to ensure that even if something negative does occur, the consequences aren't likely to be as bad.

The following example will take you through the 4 steps of Risk Management.

RISK MANAGEMENT EXAMPLE: THE CANDLE

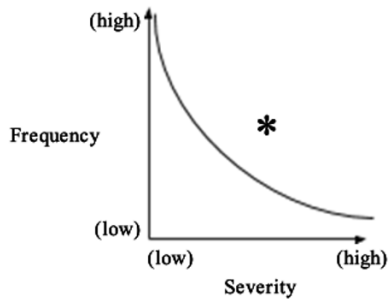
STEP 1: DEFINE THE RISK

Our Example of Risk = Damage or injury/death occurring from candles being knocked over.

STEP 2: CONSIDER THE RISK BEFORE ANY MANAGEMENT STEPS

The star indicates that without any Risk management, there is a relatively high Frequency (likelihood) of a candle being knocked over. The star also indicates that the Severity (consequences) are quite high (your house could burn down).

If the star lies above the line, this probably means that the risk is too high and that steps need to be taken to manage it.



STEP 3: THINK OF STEPS YOU COULD TAKE TO MANAGE THIS RISK

Some steps can reduce the Frequency, while others can reduce the Severity.

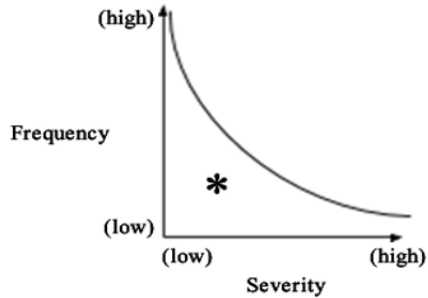
STEPS TO REDUCE THE FREQUENCY (LIKELIHOOD) OF THIS RISK	STEPS TO REDUCE THE SEVERITY OF THIS RISK
Don't leave candles unattended.	Keep fire extinguisher in the house.
Don't place candles next to flammable items.	Know where the exits are.
Use an appropriate candlestick or holder.	Carry fire insurance.
Take care not to knock candles over.	Ensure smoke detectors are working.
Keep the candles out of reach of pets and young children.	Keep water near the candle to extinguish any flames.
Put candles out before going to bed.	Know how to call an ambulance or fire department.

STEP 4: RECONSIDER THE RISK NOW THAT YOU'VE TAKEN SEVERAL STEPS TO MANAGE IT

So what has this done to our Frequency-Severity graph?

By reducing the Frequency of this risk, our star moves down from its original position. This means that because of our Risk Management steps, it is now less likely that the candle will be knocked over.

By reducing the severity of the risk, our star moves to the left of its original position. This means that because of our Risk Management steps, even if the candle does get knocked over, the consequences probably won't be as bad (ie. We'll probably be able to put the fire out or escape before serious loss or injury occurs).



Notice that the star now lies below the line. This means that the risk is now acceptable. We have successfully 'Managed' the risk.

ABOUT THAT DOTTED LINE...

You may have noticed that there are no numbers or values along the axes of our graph – so how do you know where to put your star? How do you know if it should be above or below the dotted line?

The Frequency-Severity graph is only a tool to help you assess and manage risk – you still have to make the final decision as to whether or not a risk is 'acceptable'. It is entirely possible that two people may disagree on where the star belongs on the graph, and whether a certain risk is acceptable or not. What you do know is that reducing the Frequency of risk moves the star in one direction, while reducing the Severity of Risk moves the star in a different direction.

The more practice and experience you get in Risk Management, the more confident you will become in your ability to make these decisions. For now, use your brain and your instincts to decide where that star belongs to begin with, how your Risk Management steps can move the star, and where the star belongs after you've considered your Risk Management steps.

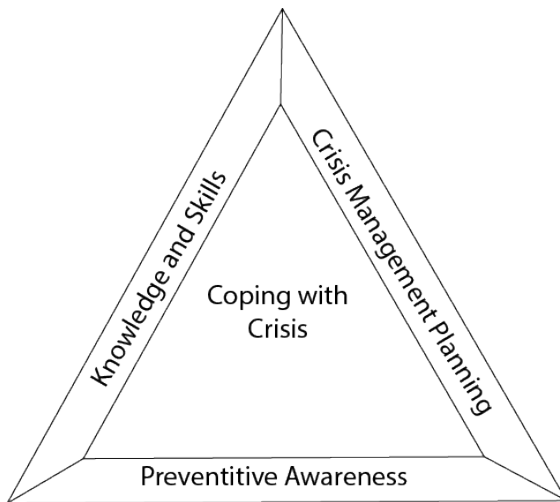
CRISIS MANAGEMENT

James Raffan defines crisis as a “ crucial turning point in a series of events”

He emphasizes that when speaking about crisis management, the terms “accident” and “crisis” should not be seen as being a synonym for each other. An accident suggests that the event was inevitable and could not be helped. Whereas a “crisis” implies that a catastrophe was not a chance occurrence but a turn for the worse in a continuing series of events. This is important to keep in mind, because by definition this means that a “crisis” can be managed and potentially prevented.

COPING WITH CRISIS

According to Raffan, There are three distinct areas of concern in coping with wilderness crises. These include: KNOWLEDGE AND SKILL; PREVENTIVE AWARENESS; and CRISIS MANAGEMENT PLANNING ABILITY. Together, these three elements make up the “Crisis Management Triangle”.



KNOWLEDGE AND SKILLS

Knowledge and skills can be improved by taking training courses (Ex. first aid) and practicing the skills using realistic scenarios. The more knowledgeable and familiar someone is with dealing with specific situations, the more apt they are to making good and timely decisions.

PREVENTATIVE AWARENESS

Picture every unmanaged or overlooked risk as a lemon on a branch. The more lemons that are allowed to grow on one branch increases the likelihood of that branch snapping (ie. crisis).

An important avenue for coping with wilderness crises is to be able to recognize dangerous situations (aka lemons) and prevent the crisis (aka the snapping of the branch) before they are allowed to build up and occur. This is where a cross-road between risk management and crisis management takes place. Do we want to eliminate ALL risks? Of course not, but we do want to find that acceptable balance that a branch (aka a situation/experience) can safely hold. It is also important to note that not all lemons weigh the same!

CRISIS MANAGEMENT PLANNING

To be prepared to cope with a wilderness crisis one must also have a clear idea about what should happen when a crisis does arise. This is where having pre-set protocols becomes essential. Many outdoor organizations will have multiple protocols for multiple things. However, regardless of the provider, there are a few that should be considered as mandatory. These include:

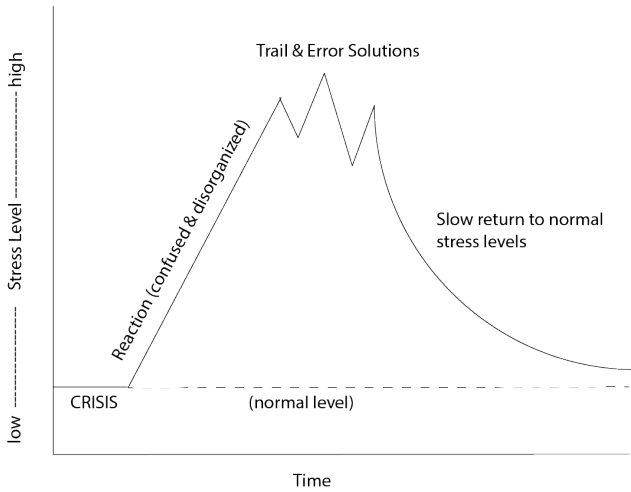
- Search Protocols - Locating someone
- Rescue Protocols - Removing someone from a threatening environment
- First-Aid Protocols - Treating someone for specific injuries or ailments
- Evacuation Protocols - Transporting someone out of the wilderness
- Follow-Up Protocols - Contacting proper authorities and taking steps to try and avoid future occurrences.

As illustrated on the next page, having set plans and protocols will not necessarily reduce the amount of initial stress during a crisis - it will however, reduce the total amount of time before the crisis is managed - which is extremely important!

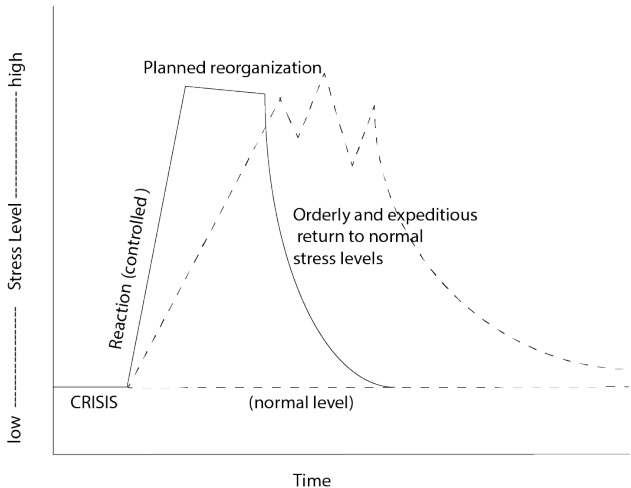
CRISIS MANAGEMENT MODELS

James Raffan illustrates the difference between an unmanaged crisis and a managed crisis using the below two models. Notice with proper training and planning the reactions during a managed crisis are much more time efficient, the use of trial and error to find solutions is eliminated and in the end, the return to normal stress levels can be expedited.

Profile of an Unmanaged Crisis



Profile of a Managed Crisis



PHASES OF MOVEMENT

The three phases of movement are: the Preparation Phase, the Execution Phase and the Follow-Through Phase. They are important in most activities to complete the movement or activity effectively. This also gives you a good means of identifying different areas of the movement and the part of the movement that the participant needs to work or improve on.

THE PREPARATORY PHASE

The preparatory phase involves movements that get the participant ready for the force-producing movements in the execution phase. Example: (for a canoe forward stroke) with proper hand placement place the paddle in the water at your knees with a vertical paddle shaft.

THE EXECUTION PHASE

The execution phase can be divided into two parts:

- The force-producing movements the participant makes to produce force for the impact or propulsion, for example: (for a canoe forward stroke) pull the paddle (and therefore the water) back to your hip. Use your core rotation because your core muscles are stronger than your arms.
- 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.

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. For example: (for a canoe forward stroke) this is where you would pull your paddle out of the water at your hip and slice it through the air back out in front of you.

Instructors should be aware that all three of these movement phases are equally important to a successful skill performance. For example, close observation of the preparatory or follow-through phase will often provide the instructor with excellent clues about the effectiveness of the execution phase and the cause of poor performance/areas of improvement.

On the page you need to break down 1 skill that you are good at (could be anything as long as it has the 3 phases of movement). In each stage give some examples of some common mistakes people make with these movements and provide some tips or tricks to correct these.

SKILL BREAKDOWN EXAMPLE: FORWARD KAYAK STROKE (LEFT)

PHASE	EXPLANATION FOR PHASE OF MOVEMENT
PREPARATION	<p>Description: The paddler rotates their torso (aka winding up), turning their shoulders away from the side they are paddling on. Paddler extends their left arm, reaching as far as possible without leaning forward. Left 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</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
	<p>Tips and Tricks:</p> <ul style="list-style-type: none"> - maintain the body-arm-paddle box (or visualize holding a beachball) - follow the path of the paddle with your chest and head (without turning neck)
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”

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!

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!!**

CANOE DESIGN

All canoes are made for different conditions of water, whether a river or lake, each condition has different benefits and weaknesses. A canoe starts out as an idea to overcome a certain type of condition, for instance strong winds on a large lake, this idea is then put forward to make a canoe that can easily overcome such conditions.

There are many factors that are involved in the making of a canoe. These factors are all necessary, and must all be looked at in some stage of the making of a canoe. These factors are:

LENGTH

A long canoe will be fast, can carry more because of its size but will be heavier for portaging. A short canoe will be more maneuverable and lighter in weight for portaging.

WIDTH

The width can vary from narrow, fast canoes that are unstable to wide canoes that are very stable but are slow. The width is often a preference in what the use of the canoe will be.

DEPTH

A deep canoe is a canoe that can carry a lot and can handle waves better. However, deep canoes are harder to handle in wind and will be heavier.

ENTRY LINES

The shape of the bow can make a big difference when cutting through the water. A wide entry line can make for a slow canoe, as to a narrow entry line that will make a fast canoe. This is caused by water resistance.

SYMMETRY

Symmetrical canoes have an identical stern and bow and convert more easily to tandem or solo. Asymmetrical canoes are usually designed for a particular specialty.

KEEL

Keels are the built in stabilizers on a canoe. A keel helps to make a canoe stable in cross-winds and waves by using the keel as divider in the water pushing water on either side of the canoe making a force on either side of the keel to keep the canoe going straight. Keels are not a good thing for white water because the keel keeps the canoe going straight when it is necessary to go a different direction and they get caught on rocks. There are also numerous other keel like ideas to keep the canoe from tipping.

ROCKER

The rocker is the curve of the keel from both ends of the canoe to the middle of the canoe. The rocker allows either for extreme maneuverability with very high ends which looks like a semi-circle, to no rocker at all which is a completely flat bottom canoe. Extreme rockers are common for rapids where constant moving becomes second nature. A moderate rocker is the most typical which has a slight rise towards the ends which is very common form for most canoes. No rocker canoes are OK for flat water but become hard to turn.



No Rocker



Moderate Rocker



Pronounced Rocker

MATERIAL

Canoes can vary in materials from fiberglass, to foam and even Kevlar (bullet proof material). Polyethylene and fiberglass are typical canoe material for lakes because of their durability and strength, and their ability to be repaired. Kevlar is the top name in rivers. The strong material can handle the rocks and dents caused by a river. Most canoes are made in a combination of materials to allow for a stronger canoe design.



CROSS SECTION

The cross section is the shape of the canoe from the front view. Stability is affected greatly by the cross section. They vary from:

Flat bottom: very stable, mainly recreational, feel very secure on flat water.

Shallow arch bottom: have less initial stability than flat bottom but have good secondary stability, which means as the canoe leans, it hits a point as to where it will go no farther. Good for waves and rapids. Best all around performance.

Round bottom: have poor initial stability but very good secondary stability. They are made for speed and efficiency. Round bottom canoes are usually fast, specialized canoes.



V-shaped,
shallow arch



flat bottom



round bottom

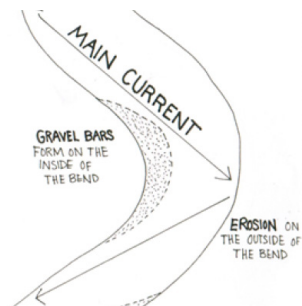
RIVER HYDROLOGY/MORPHOLOGY

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.



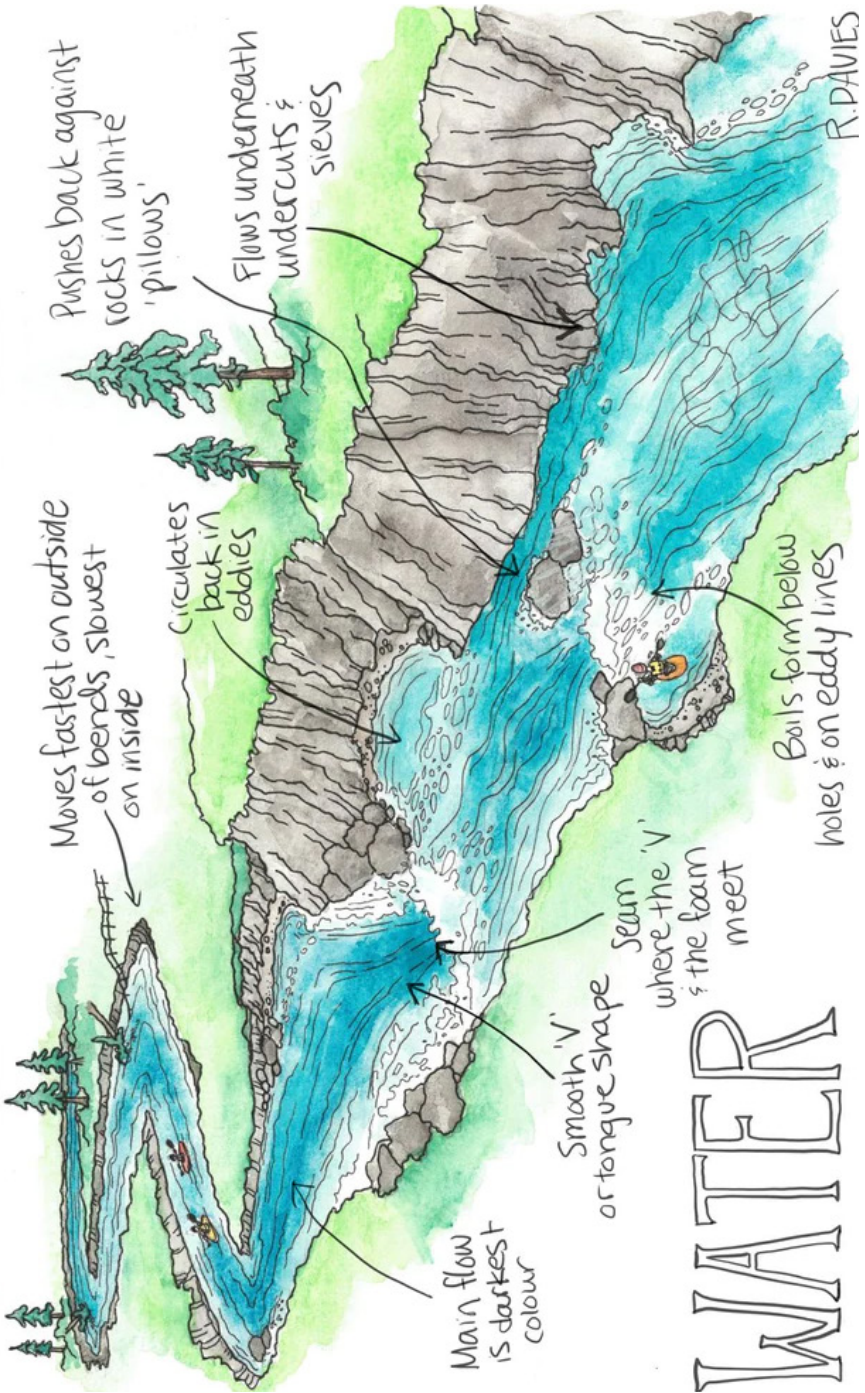
RIVER HYDROLOGY/MORPHOLOGY

RIVER TERMINOLOGY

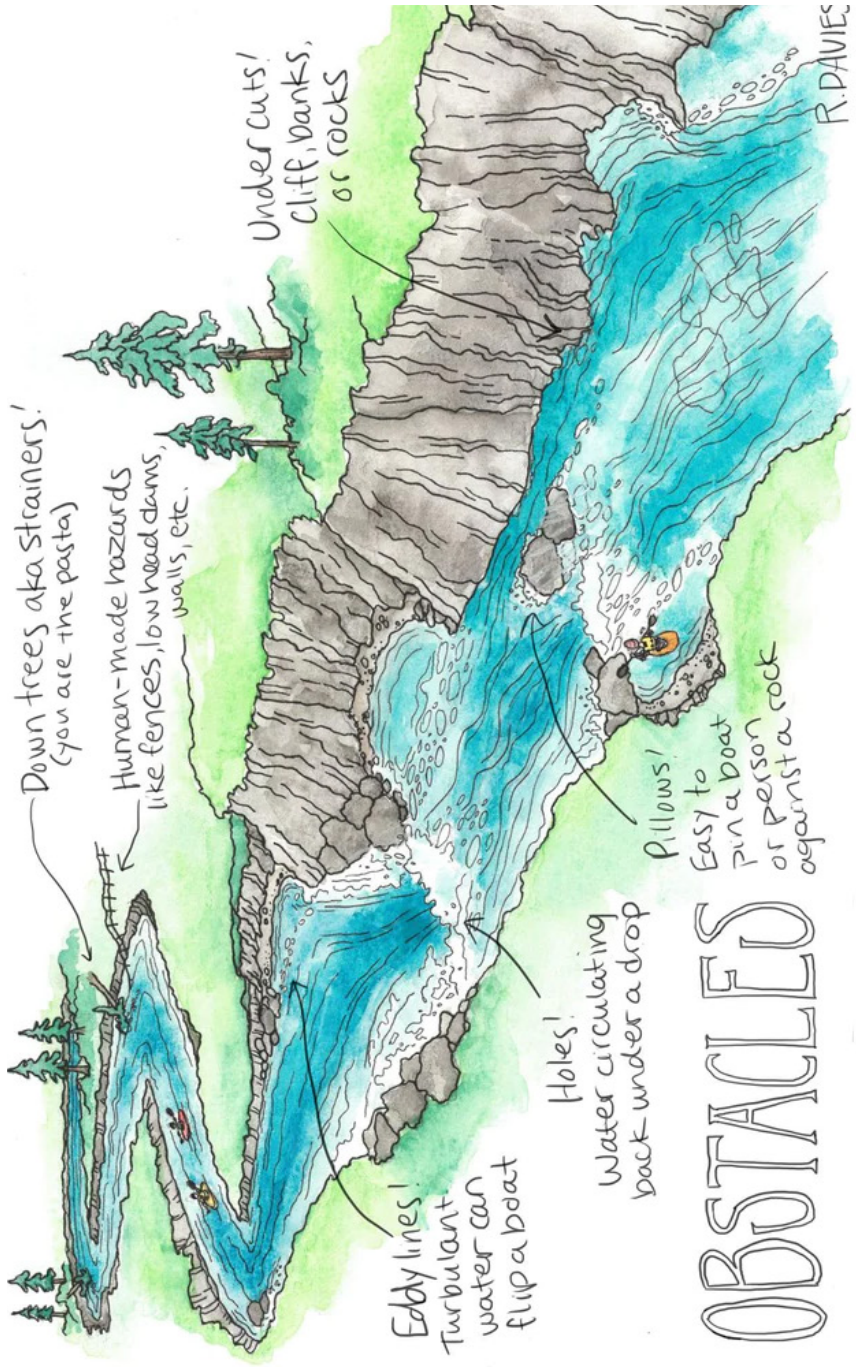
- **BOIL** – This is a water feature created when water churns upward and creates an elevated region in the river.
- **DROP** – An abrupt descent in a river. A pitch.
- **DOWNSTREAM“V”**– Describes the shape of the current when it passes between two obstacles. The V points downstream and could be further 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))

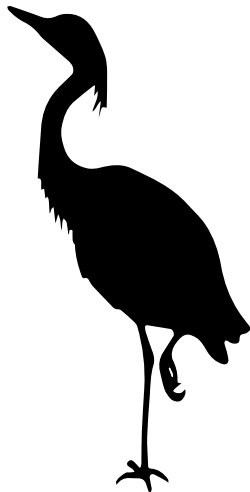
RIVER MORPHOLOGY/HYDROLOGY



RIVER MORPHOLOGY/HYDROLOGY



WORKBOOK



SETTING S.M.A.R.T. GOALS

Remember a S.M.A.R.T. goal is something that is:

Specific, **M**easurable, **A**ttainable, **R**ealistic, and has a **T**ime-frame

For example: I would like to be able to be able to pack all of my personal and group gear in my kayak in under 10 minutes by the end of Day 4.

First write your goal statement. Then use the SMART Charts below to help you ensure your goals are S.M.A.R.T.

Physical Goal:

Specific: What exactly will you accomplish?
Measurable: How will you know when you have reached this goal?
Attainable: Is achieving this goal possible with effort and commitment?
Realistic: Do you have the resources to achieve this goal? What are these resources? If you do not have them, how will you get them?
Timely: When will this goal be achieved?

Social/Emotional Goal:

Specific: What exactly will you accomplish?
Measurable: How will you know when you have reached this goal?
Attainable: Is achieving this goal possible with effort and commitment?
Realistic: Do you have the resources to achieve this goal? What are these resources? If you do not have them, how will you get them?
Timely: When will this goal be achieved?

Congratulations! You have now created your first set of goals for your trip. Remember, setting and achieving a goal is an ongoing process. Please feel free to adjust your goals appropriately as you progress through your trip. You can also find some additional S.M.A.R.T. charts near the end of your journal so you can create new and/or additional goals if you wish to do so.

MY ADDITIONAL S.M.A.R.T. GOALS

Type of Goal: _____

My Goal Statement: _____

Specific: What exactly will you accomplish?

Measurable: How will you know when you have reached this goal?

Attainable: Is achieving this goal possible with effort and commitment?

Realistic: Do you have the resources to achieve this goal? What are these resources? If you do not have them, how will you get them?

Timely: When will this goal be achieved?

DIETARY ACCOMMODATIONS

Take a look at the following 3 day menu for a kayak trip.

	Breakfast	Lunch	Dinner
Day 1	Granola with dried fruit	Salami and cheese on bagels	Mac and cheese pasta.
Day 2	Oatmeal with dried fruit	Pasta salad with cubes of cheese, cut up veggies and a can of tuna.	Burritos (refried beans, cheese, onions and rice on a tortilla).
Day 3	Omelette (powdered eggs, milk powder, cut up peppers, onions, chunks of salami and cheese) on fire toasted English muffins.	Salami and cheese on bagels	Fire baked pizzas (fresh baked crust with cheese, salami, veggies and pizza squeeze)

Modify the menu above to provide accommodations for a gluten free (Celiac disease) diet.

	Breakfast	Lunch	Dinner
Day 1			
Day 2			
Day 3			

DIETARY ACCOMMODATIONS CONTINUED

Modify the original menu to provide accommodations for a vegan friendly diet.

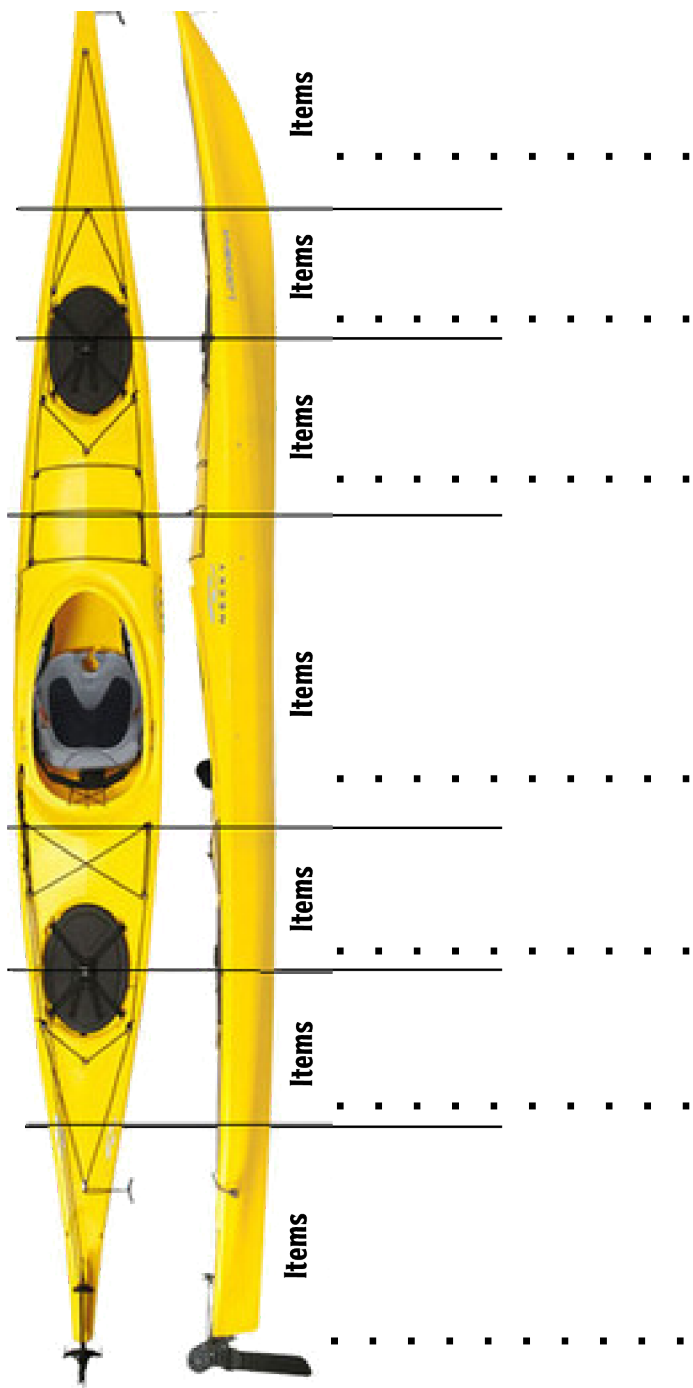
	Breakfast	Lunch	Dinner
Day 1			
Day 2			
Day 3			

What are 3 significant considerations that should be made when making dietary accommodations for individuals or entire groups?

1)

2)

3)



KAYKAING TIME CONTROL PLAN (TCP)

START LOCATION:

END LOCATION:

Description: South Point	Description: Western Fox Island
Coordinates: 45°59'04" N 81°24'20" W	Coordinates: 45°56'43" N 81°22'09" W

DISTANCE

Total distance to be paddled	8 km
Estimated traveling speed of kayaks (an average paddling speed for an OS group is about 5km/h. You can adjust this for <u>your</u> group and weather conditions.)	3 km/h
Total estimated paddling time.	2.7 hours

BREAKS

Estimated time for breaks (water, snacks, map checks, rests, washroom)	15 mins
Estimated time for lunch	n/a
Total estimated break time	.15 hours

TOTAL TRAVEL TIME

Paddling time + Break time	2.85 hours
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SCHEDULING

Estimated time of departure: 10:00am	
Checkpoint 1	Location: Western tip of Solomon Island
	ETA: 11:00am
Checkpoint 2	Location: Silver Island
	ETA: 12:50pm
Est. time arriving at destination: 12:50pm	

KAYAKING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

Total distance to be paddled	km
Estimated traveling speed of kayaks <i>(An average paddling speed for an OS group is about 3-5 km/h. You can adjust this for <u>your</u> group and weather conditions. Ex Headwind = 2-3 km/Hr)</i>	km/h
Total estimated paddling 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 + Break Time	hours
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SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

CURRICULUM



OUTDOOR SKILLS 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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Wilderness Skills 1 Palmer (10%)

Demonstrates an improvement in using proper camp knots (bowline, slip knot, truckers hitch).									
Demonstrates an improvement in proper tent set-up and care.									
Demonstrates appropriate use and care of personal and group gear.									
Demonstrates proper in camp and on water etiquette.									
Demonstrates portage etiquette, teamwork and supports others on portage.									
Takes an appropriate load on portages									
Demonstrates an improvement in strength and endurance when paddling and portaging.									
Demonstrates an improvement in technically efficient MW strokes (Forward, backward, stern and bow strokes)									
Can competently identify river features (eddy, downstream v, river left, river right)									
Demonstrates an improvement in making appropriate maneuvers to navigate the river.									
Demonstrates appropriate moving water safety practices.									
Final Level									

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

OUTDOOR SKILLS 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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Wilderness Skills 2 Georgian Bay (10%)

Demonstrates an improvement in strength and endurance when kayaking									
Demonstrates an improvement in proper technique when kayaking									
Exhibits safe travel practices (keeping close to group, choosing conservative route, etc.)									
Demonstrates all skills required for ORCKA FW Kayak certification.									
Demonstrates appropriate kayak packing techniques.									
Creates well-balanced, nutritious, and appetizing meals.									
Demonstrates safe behaviour (hot pots, straining pasta, stoves & fires).									
Bakes yeast & quick bread using an appropriate method.									
Uses a map (and compass when needed) to navigate with little assistance.									
Maintains awareness of location, direction, destination and progress.									
Records & reads locations using grid references & lat/long Coordinates.									
Selects appropriate route based on environmental conditions and the strength of group.									
Sets up and identifies/fixes tarp or fly problems.									
Animal proofs all food and other smelly items.									
Safely lights & cares for trip stoves. Safely uses outback oven.									
Final Level									

OUTDOOR SKILLS ASSESSMENT PACKAGE

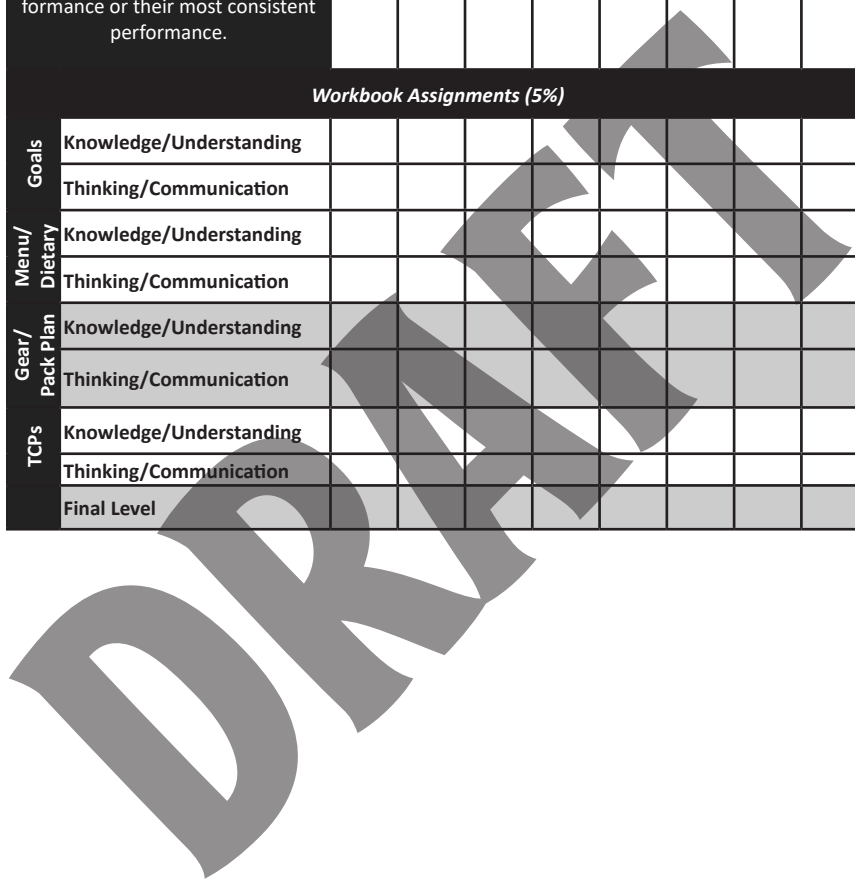
- 1 – Limited/Rarely
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- 3 – Considerable/Usually
- 4 – Thorough/High Degree

Students should be evaluated based on their most recent performance or their most consistent performance.

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Workbook Assignments (5%)

Goals	Knowledge/Understanding								
	Thinking/Communication								
Menu/ Dietary	Knowledge/Understanding								
	Thinking/Communication								
Gear/ Pack Plan	Knowledge/Understanding								
	Thinking/Communication								
TCPS	Knowledge/Understanding								
	Thinking/Communication								
	Final Level								



OUTDOOR SKILLS 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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Living Skills (15%)

Identifies strengths and areas for improvement through the use of a progress tool Ex: skill self-assessment progress tool								
Seeks guidance to improve learning/development Ex: ask questions, lessons, skills, activities, journal, with peers or staff								
Demonstrates appropriate coping strategies in challenging situations Ex: bad weather, new learning, physical stress, interpersonal conflicts								
Demonstrates effective time management and organizational skills Ex: In camp, personal and group, travelling, LOD								
Accepts and acts on feedback Ex: peer and staff feedback is accepted in a positive manner and used if applicable								
Communicates effectively with group members using appropriate tone and language throughout entire program Ex: Expresses ideas and concerns in a clear and constructive manner								
Actively listens to group members thoughts and ideas Ex: doesn't speak out, waits until an appropriate time to ask questions, clarifies understanding								
Works cooperatively with group members Ex: takes fair share of work, shows initiative and appreciation for others work								
Demonstrates respect for group members thoughts, ideas and contributions Ex: supportive, provides feedback when needed, polite and honest								
Participates as a positive and active member of the group Ex: positive attitude throughout program, is engaged in all activities								
Supports peers in their learning and development Ex: gives constructive feedback when useful, clarifies content and ideas								
Plays positive and active role in solving group challenges Ex: involved in solving problems and making decisions, takes into account all factors including group needs								
Makes appropriate decisions based on personal physical and emotional state Ex: nutrition, hydration, appropriate load to carry								
Final Level								

OUTDOOR SKILLS ASSESSMENT PACKAGE

<p>1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>									
Active Living (15%)									
Participates safely and positively in all aspects of the OS course.									
Demonstrates leadership in creating a positive climate that promotes participation and safety.									
Demonstrates positive, responsible and social behaviour.									
Maintains positive peer relationships when working in groups by understanding their role within the group.									
Maintains or improves personal fitness level by participating in moderate to vigorous physical activity.									
Participates in fitness program goals and revisions									
Follows and promotes all LDSB & Gould Lake safety rules and guidelines.									
Demonstrates and promotes proper use and care of equipment including canoes, paddles, packs, tents, stoves etc.									
Makes sure that self and others are ready before different activities and making sure gear is safe to use.									
Final Level									
Healthy Living (15%)									
Makes appropriate nutritional choices based on activity level and nutritional needs.									
Encourages and supports other group members in making healthy choices.									
Makes and promotes healthy choices regarding personal hygiene, hydration, and sun protection.									
Uses appropriate communication and interpersonal skills to maintain relationships on trip.									
Final Level									

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

OUTDOOR SKILLS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree									
Theory Lesson (5%)									
Demonstrates an understanding of the topic.									
Presents information in a sequence that demonstrates planning and organization.									
Lesson environment is set up well. Aware of/and accounts for any potential distractions (sun in eyes, boat traffic etc.) and student needs (hunger, thirst, fatigue etc.)									
Uses appropriate presentation skills (voice, eye contact, professionalism, variety of delivery).									
Uses visual aids and demonstrations with effectiveness and/or appropriateness.									
Demonstrates an understanding of the concepts, facts, and issues of the topic.									
Engages the audience.									
Effectively answers questions.									
Provides and follows a lesson plan that is organized, contains sufficient detail.									
Final Level									
Journal/Fitness/Trip Log (10%)									
Knowledge/Understanding <i>Are the details accurate? Are procedures complete?</i>									
Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans.</i>									
Final Level									

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

OUTDOOR SKILLS ASSESSMENT PACKAGE

<p>1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>									
	Leadership Assessment (15%)								
Demonstrates awareness and responsibility for group safety by making appropriate leadership decisions. (ie. weather)									
Demonstrates concern for and awareness of group and individual physical and emotional state. (ie. hunger, fatigue etc.)									
Plans ahead. Demonstrates preparedness regarding the day's route(TCP, briefs the group in the morning etc.). Exhibits understanding of challenges that may be faced and prepares the group accordingly.									
Facilitates initiation and completion of required tasks. Motivates group to complete tasks and travel efficiently.									
Communicates with LOD partner(s) throughout entire day									
Demonstrates a strong vocal presence when required.									
Communicates with the group and individuals by using appropriate leadership styles based on the situation.									
Maintains a strong and positive leadership presence throughout entire day.									
Completes all leadership duties as determined by the group.									
Completes a detailed and appropriate Time Control Plan									
Final Level									

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

TRIP LOG AND JOURNAL



WELCOME TO THE OUTDOOR SKILLS STUDENT JOURNAL, TRIP LOG & FITNESS LOG

This journal, trip and fitness log have been designed to allow you to record many of the details of your Outdoor Skills course and reflect on the experiences, friends, and growth that you will experience.

THE TRIP LOG

The purpose of a trip log is to create a record of the: who, what, where and when of your trip. As time passes, it becomes very difficult to recall exact routes, campsites, portages and other details of a trip. By recording these details, you will have a lasting record of your trips which can be very handy down the road. If you choose to continue in wilderness tripping, there may come a time when you are required to produce past trip logs in order to receive certain certifications or awards. In addition, should you ever wish to plan a personal trip to one of these areas, you will have a detailed record of the area which can help greatly.

THE JOURNAL/REFLECTIONS

For every day on trip, there is one page for 'Reflections'. This is your chance to record any impressions, memories, stories, or thoughts you may have from the day's events. If you'd like, you can think of your Trip Log as the "What" of OS, and your Journal as the "So What / Now What?" For some days, there are specific questions to guide your reflections. Other days are completely wide-open - there are no strict guide lines for what should be included. You should use this space to reflect on what is important to you. Be creative, write poems, songs, draw, talk about the blob tree (next page), tell a funny story from the day, a goal you achieved, a new goal you thought of, a friendship you've made or developed, a running joke in your group, something you saw, something you'd like to see, thoughts on the area you're in...it's up to you to choose! If there's not enough space on the 'Reflections' page, feel free to continue on the blank pages at the back of this manual.

FITNESS LOG

As part of your course credit requirements, you are asked to keep a daily log of your participation in physical activities and your level of fitness.

By using the fitness log in your journal you will be able to easily keep a record of some of the different types of physical activity you will do while on trip. Please re-visit and fill out your log every day and reflect on the improvements you have made over the course of the trip and next steps to continue improving your physical fitness.

FITNESS LOG DETAILS

The Fitness Log requires you to enter the following information:

TIME	Amount of time (hours) you worked at the activity
INTENSITY	Amount of effort required – use low, medium, or high <ul style="list-style-type: none"> • Low: Easy, no noticeable increase in respiratory and heart rate. • Medium: Moderate difficulty, slight increase in respiratory and heart rate. May begin to sweat a bit. • High: Difficult/strenuous, definite increase in respiratory and heart rate. Sweating!
DISTANCE	The distance (kilometres) you covered when doing this activity. This may not be required for certain activities, such as, swimming.
TYPE	The type of exercise – is it... <ul style="list-style-type: none"> • Strength training (ST) • Endurance training (ET) • Combination of the two (Combo)?

WHERE ARE YOU STARTING?

Place an X on where you think you are in terms of your fitness levels.

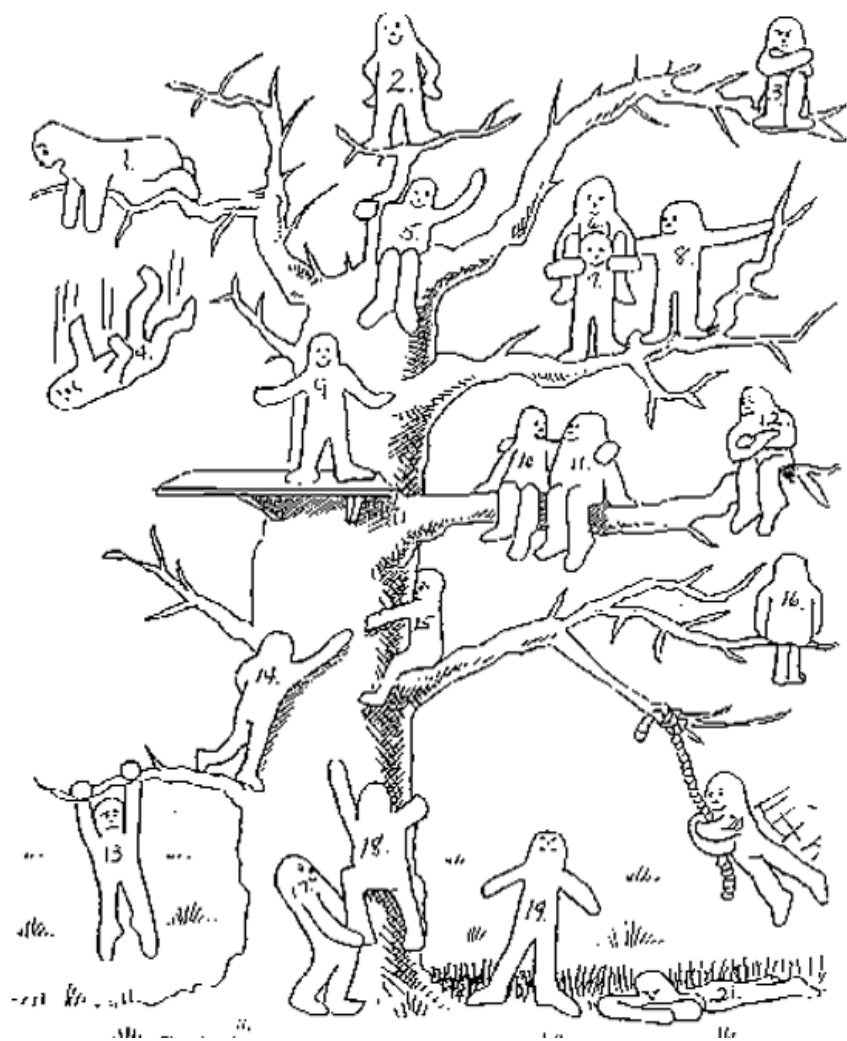
ENDURANCE	<div style="display: flex; justify-content: space-between; width: 100%;"> Low Medium High </div>
STRENGTH	<div style="display: flex; justify-content: space-between; width: 100%;"> Low Medium High </div>

SELF-REFLECTION PRE-TRIP

This chart will help you track your progress for a variety of skills and responsibilities. Place an "X" somewhere on each scale that represents where you think you are for each skill before trip begins.

Tie a bowline	
	A what now? Almost got it! Bows-Eye!
Acts as a positive role model for my fellow campers	
	Pay no attention to Do as I say, not as I do... This is how we do it...
Shows initiative by starting tasks without being asked	
	If I can't spell it, I won't do it Sometimes It's already done
Kayaks effectively using strokes such as the forward stroke, back stroke, forward sweep and back sweep.	
	What is a ki-yak? I can zig-zag like the best of them I am Fast... and Furious
Navigate using a map and compass	
	I think my map ran out of batteries Eenie Meenie Miney Mo! Just call me Garmin
Maintains an up to date trip log, journal, and fitness log	
	I think I left that at home? I might be a few days behind I like to dot my "i"s and cross my "t"s
Completes in-camp daily duties	
	Ha! You said duty! I'll get to those dishes later... I'm done mine, can I help you with yours?
Demonstrates proper environmental ethics	
	I love Global Warming! 50 feet still seems pretty far to walk... Captain Planet! He's my hero!

THE BLOB TREE



Welcome to the Blob Tree! This has been included in your journal as a tool that you can use to reflect on how your trip is going. Which of these blobs do you feel like now? Why? You can return to this diagram as much as you'd like. Please use it (at least sometimes) in the 'Reflections' section of this manual.

GEORGIAN BAY JOURNAL



GEORGIAN BAY DAY 1

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

REFLECTIONS...

FITNESS LOG

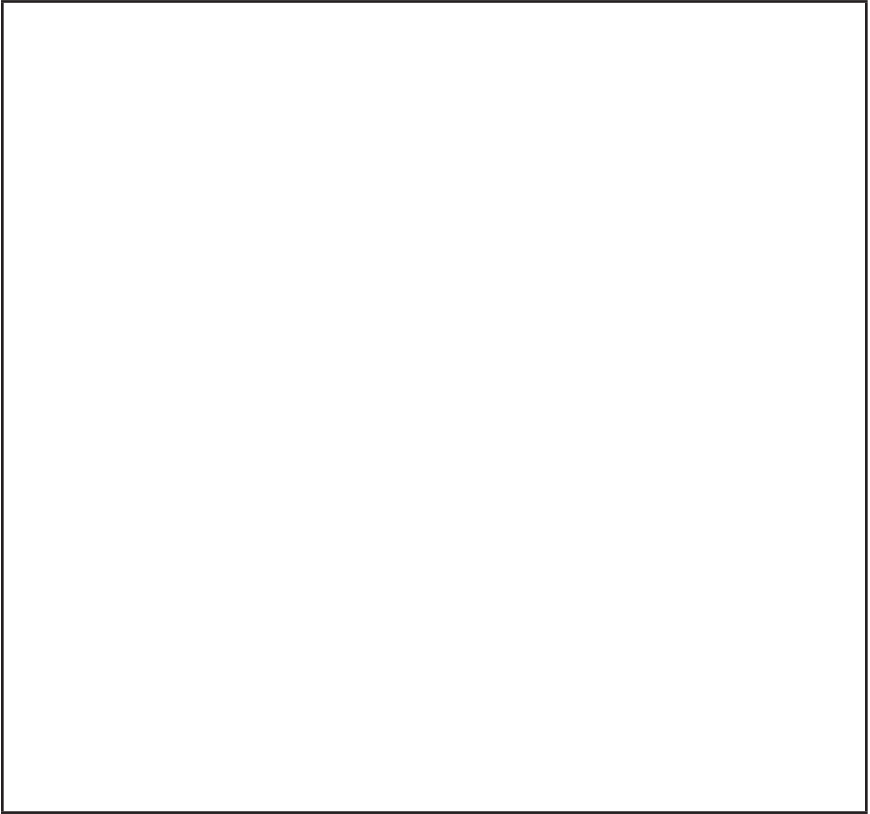
ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

GEORGIAN BAY DAY 2

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

WHAT DO THEY LOOK LIKE?

In the space provided, draw what your typical outdoor guide would look like.

A large, empty rectangular box with a thin black border, intended for drawing a depiction of an outdoor guide.

Now that you have drawn your depiction of an outdoor guide, please write a brief description below of how this person may act, what they like to do on their free time and anything else that you wish to portray. Take this up with the group as an informal group discussion.

REFLECTIONS...

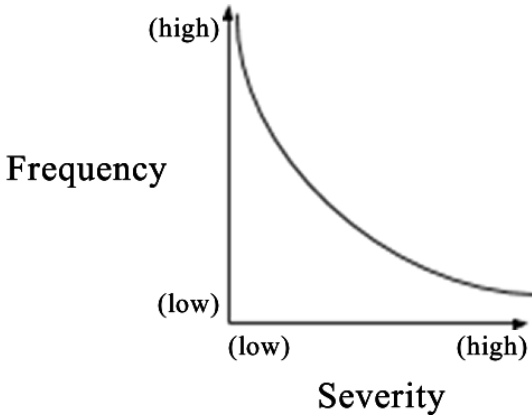
FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

GEORGIAN BAY DAY 3

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

RISK MANAGEMENT – PART 1



ASSESSING RISK

For each of the following risks, place the corresponding letter on the Frequency-Severity graph in the place you think it belongs. Assume that no Risk Management steps have been taken (i.e., no safety equipment, no instruction, no trained supervisors, no emergency plans, no safety rules or policies, etc).

	RISK		RISK
A	Being bitten by mosquitoes in Georgian Bay	E	Bear attack in Georgian Bay
B	Tipping a canoe at Palmer Rapids	F	Injury from lightning striking a tree near your tent
C	Getting a minor sunburn while kayaking on G-Bay	G	Sprained or broken ankle while walking on rocks
D	Injury from cliff jumping in Georgian Bay	H	Abduction by aliens intent on probing you for research purposes

Compare your graph with the graph of another member of your group. How are they similar? How are they different? Talk about any Risks that you assessed differently? Try to understand each other's point of view and see if you can agree on where that Risk should be placed on the Frequency-Severity graph.

RISK MANAGEMENT – PART 2

List two common trip related illnesses/injuries and list steps to reduce the frequency and steps to reduce the severity of these injuries/illnesses.

Injury/Illness #1. _____

Steps To Reduce Frequency	Steps To Reduce Severity

Injury/Illness #2. _____

Steps To Reduce Frequency	Steps To Reduce Severity

REFLECTIONS...

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

GEORGIAN BAY DAY 4

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

SUBSTANCE ABUSE AND SUBSEQUENT CONSEQUENCES

From personal relationships to achievements in school, the use and abuse of substances can negatively impact every element of your life.

What could be 3 negative consequences of using substances while on a Gould Lake program?

What could be 3 negative consequences of using substances on personal relationships with friends and family?

What could be 3 negative consequences of using substances on your achievements in school (both in and out of the classroom)?

REFLECTIONS...

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

GEORGIAN BAY DAY 5

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

REFLECTIONS...

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

MID-TRIP SELF REFLECTIVE WORKSHEET

Continue to track your progress for a variety of skills and responsibilities. Place an "X" somewhere on each scale that represents where you think you are now that you have been on trip a few days.

Tie a bowline	<p>A what now? Almost got it! Bows-Eye!</p>
Acts as a positive role model for my fellow campers	<p>Pay no attention to Do as I say, not as I do... This is how we do it...</p>
Shows initiative by starting tasks without being asked	<p>If I can't spell it, I won't do it Sometimes It's already done</p>
Kayaks effectively using strokes such as the forward stroke, back stroke, forward sweep and back sweep.	<p>What is a ki-yak? I can zig-zag like the best of them I am Fast... and Furious</p>
Navigate using a map and compass	<p>I think my map ran out of batteries Eenie Meenie Miney Mo! Just call me Garmin</p>
Maintains an up to date trip log, journal, and fitness log	<p>I think I left that at home? I might be a few days behind I like to dot my "i"s and cross my "t"s</p>
Completes in-camp daily duties	<p>Ha! You said duty! I'll get to those dishes later... I'm done mine, can I help you with yours?</p>
Demonstrates proper environmental ethics	<p>I love Global Warming! 50 feet still seems pretty far to walk... Captain Planet! He's my hero!</p>

GEORGIAN BAY DAY 6

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

ACCESSIBILITY IN THE OUTDOORS

What do we mean by accessibility and why is it important?

In what ways is Gould Lake accessible?

In what ways could Gould Lake be more accessible?

REFLECTIONS...

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

GEORGIAN BAY DAY 7

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

HEALTHY RELATIONSHIPS

Often when we think of healthy relationships we think of romantic relationships. However, having a healthy relationship with a friend, family member, trip group, or any other individual requires the same qualities that will make a relationship healthy or unhealthy. There are many qualities of a healthy relationship: Here are but a few...

Respect: Respect in a relationship means that each person values the other. This includes the acceptance of somebody for who they are, even when they're different from you or you don't agree with them.

Provide an example of a way you could show respect to a member of your group?

Trust: Trust refers to a belief or confidence in the reliability, truthfulness, and ability of someone or something to behave, perform or act in a certain way.

Provide an example of how you could show someone else in your group that you trust them.

Support: Support is needed both during good and difficult times. A person can support someone else with consulment but also with celebration.

Provide an example how one of your instructors could offer you support on this trip.

Fairness: A healthy relationship has both give and take. Collaboration and the balance of both individuals' needs is critical.

Provide an example of how your cook group can ensure there is fairness within the group.

REFLECTIONS...

FITNESS LOG





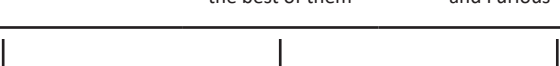
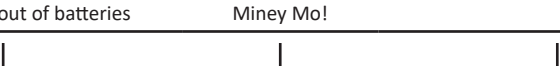
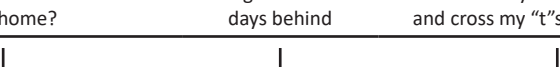
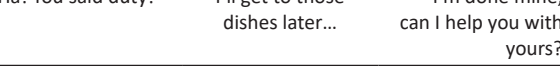
ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

GEORGIAN BAY DAY 8

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

FINAL SELF REFLECTIVE WORKSHEET

Look at the progress you have made! Place an "X" on the scale to indicate where you think you are now that your OS experience is almost complete. For a better comparison, place the original two "X"s from the pre-trip and mid-trip worksheets on the scale as well.

Tie a bowline	
	A what now? Almost got it! Bows-Eye!
Acts as a positive role model for my fellow campers	
	Pay no attention to Do as I say, not as I do... This is how we do it...
Shows initiative by starting tasks without being asked	
	If I can't spell it, I won't do it Sometimes It's already done
Kayaks effectively using strokes such as the forward stroke, back stroke, forward sweep and back sweep.	
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	I think my map ran out of batteries Eenie Meenie Miney Mo! Just call me Garmin
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	I think I left that at home? I might be a few days behind I like to dot my "i"s and cross my "t"s
Completes in-camp daily duties	
	Ha! You said duty! I'll get to those dishes later... I'm done mine, can I help you with yours?
Demonstrates proper environmental ethics	
	I love Global Warming! 50 feet still seems pretty far to walk... Captain Planet! He's my hero!

DEBRIEFING YOUR TRIP GOALS

- 1. Refer to the goals you set at the beginning of trip and reflect on which goals you completed successfully and which goals you maybe didn't get a chance to finish.**
 - A.** Were your goals realistic?

 - B.** Were your goals based on your interests and areas of strength or competence?

 - C.** How does setting goals based on your interests and areas of strength and competence effect the success or completion of your goals?

- 2. For the goals that you were successful at completing, give 3 reasons why you think you were successful and explain.**

- 3. Now look at the goals that you weren't able to complete.**
 - A.** What are some obstacles that may have held you back from accomplishing your goals?

 - B.** What are some things that you could do differently on your next trip or with more time, in order to complete/be successful with your goals?

REFLECTIONS...

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

DID YOU KNOW!

The smooth “whale backed” islands were once tall mountains?

GEORGIAN BAY DAY 9

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed (distance / time):	
Campsite description:	Today's difficulty (1-10): Explain Why:
# Of tent sites:	
Site rating (1-10):	
Comments:	

REFLECTIONS...

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

PALMER JOURNAL



PALMER RAPIDS DAY 1

<p>My paddling partner(s) today was:</p>	<p>Something new that I learned today about someone in my group is...</p>
<p>Moving water skills I learned or practiced today:</p>	<p>The best part of my day was...</p>

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

REFLECTIONS

PALMER RAPIDS DAY 2

My paddling partner(s) today was:	Something new that I learned today about someone in my group is...
Moving water skills I learned or practiced today:	The best part of my day was...

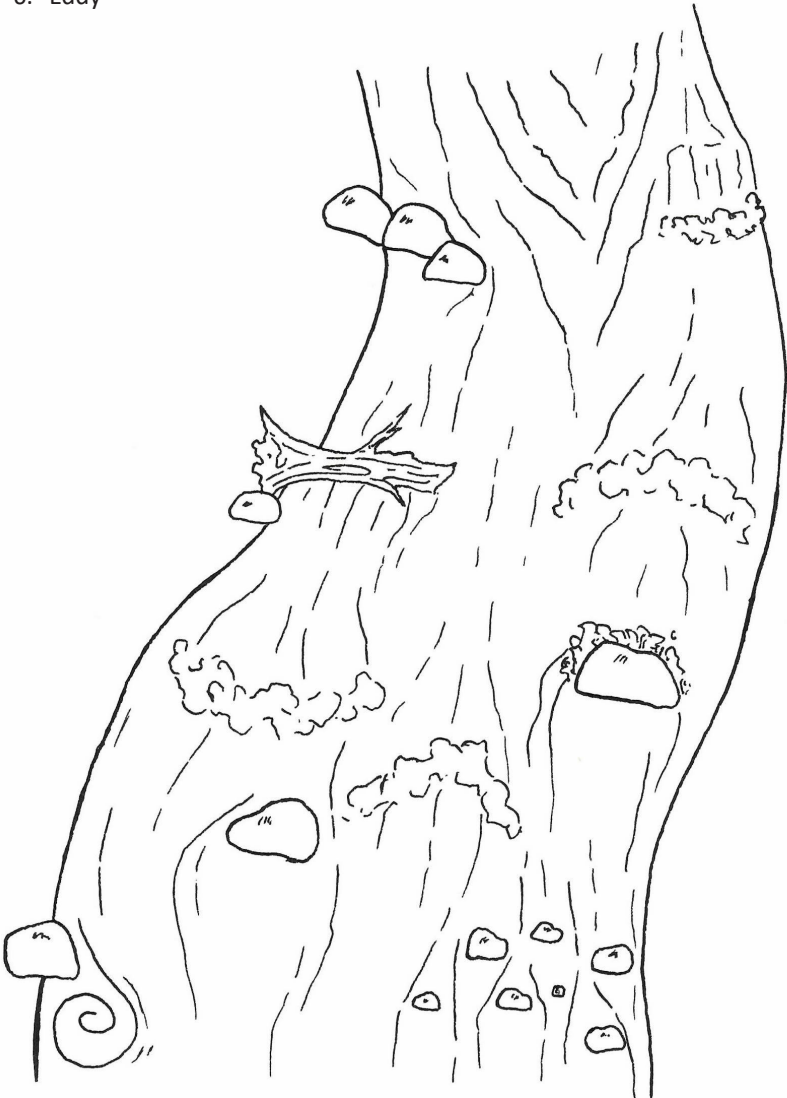
FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

RIVER MORPHOLOGY I

Label the diagram with the following river features:

1. Strainer
2. River Left
3. River Right
4. Rock Garden
5. Hole
6. Eddy



J. Badgasy

RIVER MORPHOLOGY 2

What are 2 friendly features on the river? Explain why?

1.

2.

What are 2 unfriendly features on the river? Explain why?

1.

2.

REFLECTIONS

PALMER RAPIDS DAY 3

<p>My paddling partner(s) today was:</p>	<p>Something new that I learned today about someone in my group is...</p>
<p>Moving water skills I learned or practiced today:</p>	<p>The best part of my day was...</p>

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

REFLECTIONS

PALMER RAPIDS DAY 4

<p>My paddling partner(s) today was:</p>	<p>Something new that I learned today about someone in my group is...</p>
<p>Moving water skills I learned or practiced today:</p>	<p>The best part of my day was...</p>

FITNESS LOG

ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

REFLECTIONS

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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