

OUTREACH

2024



STUDENT MANUAL

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WELCOME TO OUTREACH!

Welcome to the Gould Lake Outdoor Centre and the Outreach Program. For almost 50 years, the Gould Lake Outdoor Centre has been offering credit based summer programs and “Outreach” was the original!!! We hope you enjoy your experience and we look forward to working with you as we continue the tradition.

IMPORTANCE OF ATTENDANCE

Outreach is a 16-day summer school CREDIT program. Since the course is so compact (when compared to a semester) and activity-based, daily attendance is necessary to cover the course material and assessments. Attending Outreach every day is crucial.

**ONE ‘OUTREACH DAY’ IS COMPARABLE
TO 6 OR 7 REGULAR SCHOOL CLASSES.**

We will do our part to make the Outreach experience a great one for you. All you need to do is show up with a positive attitude and willingness to learn!

DEAL?



OUTREACH EXISTS IN 2 PARTS

1. The “**barn**” portion of Outreach is designed for formalized instruction in the areas of minimum impact camping, nutrition, sanitation, map and compass skills, first aid, water safety, canoeing, camping skills, weather, and leadership training. A total of 7 days are spent at Gould Lake.
2. The “**trip**” component is a 9-day canoe trip in Algonquin Provincial Park where students’ skills can be applied. Focus will be placed on group dynamics, expedition behavior, leadership, self-discovery, fun, and appreciation for a wilderness environment.

THERE IS A 2 DAY BREAK BETWEEN BARN DAYS 5 & 6 FOR ALL SESSIONS!

If this sounds like it is going to be exciting and very busy, it will be!! Lessons are delivered in a light, often humorous manner, the main points being emphasized for easier learning. The staff are as qualified canoe trip leaders as you will find anywhere. If you have any questions about the summer, please call the office at:

613-376-1433

Or visit us at our web site: www.gouldlake.ca

If you are interested in getting more information regarding the lessons and topics we cover, please see our website or ask for handouts. This manual contains only lesson summaries.

RULES, SAFETY AND PREVENTION FOR OUTREACH AND THE LIMESTONE DISTRICT SCHOOL BOARD

- ☐ The Gould Lake staff are responsible for your safety. You will be expected to adhere to their rules and demonstrate an appropriate level of respect to the staff, other students, the wilderness area we travel through and all equipment.
- ☐ You must **wear shoes** at all times; 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 in a canoe or swimming.
- ☐ 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, vaping, alcohol or non-prescribed drug use at any time!**
Outreach is a Limestone District School Board program and we consider both the Gould Lake Outdoor Centre and the wilderness a 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.

“Good expedition behavior springs from all the most decent of human traits: Respectfulness, Flexibility, Tolerance Of Others, Courtesy, Politeness, Direct Communications, Self-Awareness, Open Heartedness, Teamwork, Sharing And Selflessness”. (NOLS)

EQUIPMENT LISTS

- ☐ Daily Equipment List
- ☐ Clothing List for 9-Day Canoe Trip
- ☐ Equipment List for 9-Day Canoe Trip

OUTREACH DAILY EQUIPMENT LIST

THINGS TO REMEMBER TO BRING TO GOULD LAKE EVERY DAY...

- ☐ Personal Flotation Device (PFD)
- ☐ Prescribed medication if any (i.e., epi-pens, inhalers...)
- ☐ **2 litres** of water
- ☐ Running shoes, for fitness activities (mandatory)
- ☐ Sandles or Crocs (optional - in addition to running shoes)
- ☐ Sunscreen and lip-block
- ☐ Bug repellent (optional)
- ☐ A hat and sunglasses
- ☐ A swimsuit and towel
- ☐ Rain gear and warmer clothes (in case it's cold)
- ☐ Lunch - all your garbage goes home with you!
- ☐ This Student Manual (we recommend you keep it in a ziplock bag for protection)

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



CLOTHING LIST FOR THE ALGONQUIN TRIP

ITEM	USE/TYPE
Peaked ball cap/Sun hat	To provide shade from the sun
Toque	For warmth
Buff &/or bandana	For sun protection
Swimsuit	Or shorts and swimsuit top
2 pairs of quick-dry shorts *	Can be used as swimsuits
2 T-shirts/tank top *	One T-shirt must have 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)
Long underwear top and bottom	Wool or synthetic material - if you only have cotton, bring 2 pairs of each. For warmth and/or sleeping in
Long sleeve fleece or wool shirt	Must be large enough to fit over long underwear top. No cotton
Rain jacket & pants	Must be large enough to fit over layers
1 pair of "trip" shoes (aka "wet" shoes) *	Must be sturdy, closed toed footwear that have good ankle support. These shoes will be worn during the day (when travelling/portaging); these will get wet. (i.e. running shoes or hiking shoes/boots) water shoes & sandals are not acceptable "trip" shoes.
1 pair of "in-camp" shoes (aka "dry" shoes)	These will be worn in & around camp. Breathable shoes or sandals with secure top & heel straps are acceptable. Absolutely NO flip-flops.
3 pairs of wool socks *	NO cotton. Wool will keep your feet warm even if they're wet
3 pairs of underwear and sports bras *	
Bug Jacket	Recommended for session 1

PLEASE NOTE:

The above clothing list includes the items you will wear on Day 1 of trip. Be sure to bring these items (*) home after your gear check and wear them to the bus.

Bring old clothing because all clothing will appear old at the end of trip! We are not responsible if you lose or destroy expensive or favourite clothing.

Discounts for Gould Lake Students

Frontenac Outfitters, Army Surplus and Kingston Trailhead offer Gould Lake students and staff a 10% discount **for any items to be used on their Gould Lake trip**. Please bring your packing list with you to the store and ask about the discount.

EQUIPMENT LIST FOR THE ALGONQUIN TRIP

ITEM	USE/TYPE
PFD - Personal Floatation Device	Canadian approved - properly fitted with all buckles & straps in working order
Sleeping bag	Preferably smallish when packed - temperature rating of -5C to +5C summer rated bag
4' x 8' ground sheet - large enough to fit sleeping bag	Used to place between tent floor & sleeping bag to keep you dry. Tarp-like material or heavy duty plastic is best
2 waterproof stuff sacs for clothes (i.e. Sealine)	Preferably 2 x 15L or 1 x 20L & 1 x 10L One for your sleeping bag and 1 for your clothes
1 or 2 (1 litre) water bottle(s) with carabiner	A wide-mouth screw top is best! Stainless steel, aluminum or plastic (BPA-free). Carabiner is to attach water bottle to canoe pack
2 whistles	1 you wear and 1 attached to your PFD
Small flashlight or headlamp	With extra batteries
Insect repellent	No aerosols
Sunscreen, lip block, sunglasses	Minimum SPF 15/UVB/UVA (broad spectrum) - No aerosols Sunglasses with UV protection
Toiletries	Toothpaste, toothbrush, dental floss, hand sanitizer (max 30ml), comb, toilet paper (small roll). Bring all items in a small bag with pull string or small Ziploc
Nylon Cord	~3m in length. Used for making clothesline
Plastic bag (medium size)	For wet/dirty clothes to be packed in stuff sack (Ex. kitchen garbage bag)
Menstrual supplies	Please bring even if you're not expecting your period on trip. Should include the appropriate disposal materials (see the following pages for more information)
Camera, watch, book, playing cards (optional)	Watch is very useful on trip! Cameras help us create slide shows!
Glasses and/or contacts	Bring extra pairs of glasses/contacts in case of damage
Prescription drugs	Staff will carry all drugs (i.e. Inhalers, epi-pens)
OR manual & pencil	Please have it in a waterproof bag
Lunch money	Approx \$15 for lunch on the way home

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, makeup, soap, shampoo, or personal snacks. These items can attract unwanted critters into our campsites.

DO NOT BRING: Pillows, towels, or sleeping pads.

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.

BARN WEEK

- ☐ Outreach Course Schedule (overview)
- ☐ Barn Day 1 – Overview and Resources
- ☐ Barn Day 2 – Overview and Resources
- ☐ Barn Day 3 – Overview and Resources
- ☐ Barn Day 4 – Overview and Resources
- ☐ Barn Day 5 – Overview and Resources
- ☐ OR Info Night - Details
- ☐ Barn Day 6 – Overview and Resources
- ☐ Barn Day 7 – Overview and Resources

OUTREACH COURSE SCHEDULE

DAYS	AM	PM
Barn Day 1	<u>8:30</u> Bus leaves Centennial PS (CPS) <u>9:15</u> Bus arrives at Barn Intro's & Ice Breakers Lessons: Swim Test, Games, and Safety Rules and Guidelines	<u>1:00</u> Break into Mini Trip Groups Lesson: Parts of the Canoe & Paddle Fun on the Water <u>3:05</u> Announcements <u>3:20</u> Bus leaves for CPS
Barn Day 2	<u>8:30</u> Bus Leaves CPS <u>9:15</u> Bus arrives at Barn Morning Fitness & Swim <u>10:15</u> Nutrition/hydration, low impact camping, critter management	<u>1:00</u> Portage & Canoe Skills <u>3:05</u> Announcements <u>3:20</u> Bus leaves for CPS
Barn Day 3	<u>8:30</u> Bus Leaves CPS <u>9:15</u> Bus arrives at Barn Morning Fitness & Swim <u>9:40</u> Check gear/pack for Mini Trip <u>10:15</u> Depart for Mini Trip	<u>12:15</u> Campsite selection, fire building and safety, camp set up. <u>2:15</u> Return from mini trip and unpack <u>3:05</u> Announcements <u>3:20</u> Bus leaves for CPS
Barn Day 4	<u>8:30</u> Bus Leaves CPS <u>9:15</u> Bus arrives at Barn Morning Fitness & Swim <u>10:15</u> Navigation	<u>1:00</u> Lessons: Leadership and communication <u>3:05</u> Announcements <u>3:20</u> Bus leaves for CPS
Barn Day 5	<u>8:30</u> Bus leaves CPS <u>9:15</u> Bus arrives at Barn <u>10:15</u> Morning Fitness & Swim Common Injury Prevention, Emergency Scene Management, Self Care,	<u>1:00</u> Paddling Games <u>2:45</u> Substance use and Abuse <u>3:05</u> Announcements <u>3:20</u> Bus leaves for CPS
2 DAYS OFF	2 DAYS OFF	
Barn Day 6	<u>8:30</u> Bus leaves CPS <u>9:15</u> Bus arrives at Barn <u>9:30</u> Eco-Challenge	<u>1:00</u> Lessons: History of Algonquin, Species Identification, Routes <u>2:45</u> : Choose 3 options for tomorrow's "Choose your own adventure" <u>3:05</u> Announcements <u>3:20</u> Bus leaves for CPS <u>4:00</u> Staff Meet & Greet @ CPS
Barn Day 7	<u>8:30</u> Bus Leaves CPS <u>9:15</u> Bus arrives at Barn Morning Fitness Pack for Trip	<u>12:30</u> Choose Your Own Adventure <u>3:05</u> Announcements 3:20 Bus leaves for CPS
Trip Day 1	Arrive at CPS for 5:45AM 6:00AM Bus leaves for Algonquin	Gone Paddling
Trip Day 2-8	Still Paddling...	
Trip Day 9	Buses arrive at Algonquin to pick up all groups and stop in Bancroft for lunch	Arriving at CPS around 4-4:30PM Please be sure to collect all your personal gear before leaving

BARN DAY 1

Welcome to Outreach!

Our goal today is to get to know you and have you meet new friends. In the morning, we will meet at Centennial PS (CPS), Elginburg & District PS or Loughborough PS and go to Gould Lake where we will play some get-to-know-you games and activities. Students will then rotate through a swim test, a barn tour, and a chat about some of Gould Lake's safety rules and guidelines.

After lunch students will be divided into three groups for rotations. Each group will go over some of the dry-land canoe skills that will be needed for both the barn week and the 9 day trip. Following all of this students will have a chance to jump into a canoe and have a little "on-the-water" fun!

A daily meeting will take place in front of the barn for announcements and reminders, then back on the bus to Centennial PS, arriving at 4:00 pm.

FOR TOMORROW (DAY 2):

- ☐ Bring all equipment on "Daily Equipment List."
- ☐ Your homework is to read about Day 2
- ☐ Please wear good running shoes on the bus (you will be going for a morning warm up trot)



OUTDOOR ACTIVITIES SAFETY GUIDELINES

- ☐ **Shoes** – shoes must be worn at all times.
- ☐ **Swimming** – must be supervised by a lifeguard.
- ☐ **Personal Flotation Device (PFD)** – must fit properly, be done up and be worn at all times in the canoe or when swimming.
- ☐ **Whistle** – everyone must have two, one attached to your PFD and one on you.
- ☐ **Animal Proofing** – NO food in the tents, all smelly items must go in the food canoe at night.
- ☐ **Portaging** – use the buddy system, have a sweep, wear proper shoes.
- ☐ **Tent set up** – tents must be set up away from widow-makers, cliffs, large trees and big roots.
- ☐ **Lost Procedures** – stay put, use 3 whistle blasts, stay calm.
- ☐ **Lightning Storms** – use the 30-30 rule, get off the water, stay away from high points, and crouch with feet together.
- ☐ **Jack Knives** – are not allowed on trip.
- ☐ **Drinking Water** – must be purified, and you should drink 2-4 litres per day to prevent headaches and dehydration.
- ☐ **Hands** – should be washed with soap before cooking and after using the washroom.
- ☐ **Sharing** – do not share water bottles, utensils, lip balm etc.
- ☐ **Dishes** – wash thoroughly and rinse in bleached water.
- ☐ **Bugs** – bring insect repellent or wear long sleeved clothes to protect yourself.
- ☐ **Zero Tolerance** – for smoking, vaping, alcohol, drugs and bullying

INTRODUCTION To CANOEING

GENERAL SAFETY GUIDELINES

- ☐ PFDs must be worn on/in the water at all times (includes boating and swimming)
- ☐ Canoe in the daylight
- ☐ Do not paddle in stormy weather
- ☐ Avoid sudden movements in the canoe
- ☐ Stay with your canoe if it swamps or overturns
- ☐ Watch for obstacles
- ☐ Avoid fast moving water or rapids

WINDY WEATHER PRECAUTIONS

- ☐ Stay low in the canoe, place packs low in the boat
- ☐ Stay close to shore or go to shore, if necessary
- ☐ Head into the waves and adjust your angle to the wind

MINISTRY OF TRANSPORTATION REGULATIONS

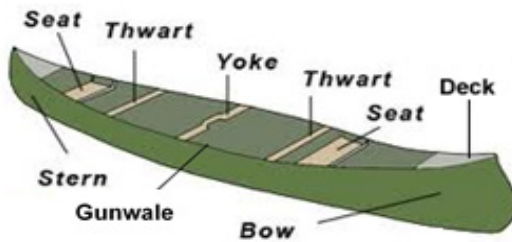
You must have in your canoe at all times:

- ☐ A PFD - one for each person in the canoe
- ☐ A sound making device in each canoe (a whistle)
- ☐ A bailer in each canoe (not a water bottle)
- ☐ Two paddles (minimum) in each canoe
- ☐ 15 m of floating rope

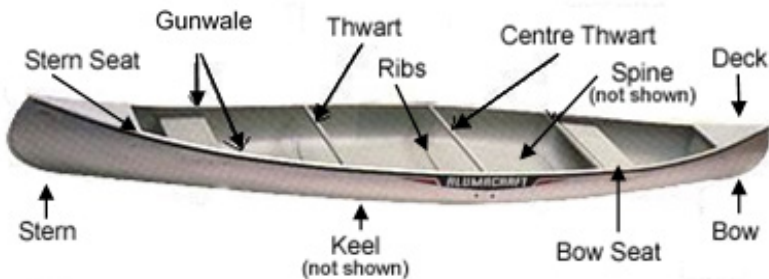


PARTS OF THE CANOE AND PADDLE

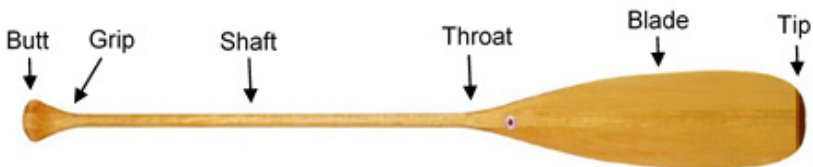
ABS



ALUMINUM



PADDLE



PADDLE CARE

Your paddle will last longer if you store it in a cool, dry, dark place. If paddles are left in the sun they will warp and crack. Paddles will also last longer if they stay well varnished and if the tips are not ground into the dirt. Grains of sand forced into the tips will allow water to soak into the blade, causing it to split. They also do not like to be thrown on to land. Please treat your paddle like a well-loved pet!

LOADING THE CANOE

PUTTING THE CANOE IN THE WATER

1. With one person on each side of the canoe you can put it into (or take it out of) the water.
2. Using the hand over hand method, slowly set canoe down into the water. Canoe may also be “walked in”.

TIP: The canoe should never be dragged on land.

LOADING A CANOE WITH GEAR

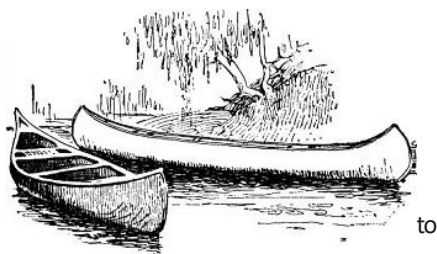
On an Outreach trip there will be 3 people and 2 canoe packs in each canoe. The packs go in the middle of the boat, one in front and one behind the center thwart. The third person will sit on the pack behind the center thwart with the spare paddle beside them.

GETTING INTO THE CANOE

1. Place the entire canoe in the water.

TIP: If there is air space under the canoe, stepping into the bridged section (the part in the air) will loosen rivets causing the canoe to leak. The canoe is also very unstable in this position. This is called “Bridging” and is to be avoided at all costs!

2. Get the canoe at a right angle to the shore. (If you are at a dock put the canoe parallel to the dock.)
3. One person on shore holds the shore end of the canoe while a second person enters the canoe. Step onto the spine (center line of the canoe), keeping your body low.
4. Slide your paddle across the gunwales for support and balance.
5. Only ONE PERSON should be moving in the canoe at a time.
6. The canoe should always be eased on and off the shore gently.
7. Don't use your paddle to push off.



Reverse this procedure for getting out of the canoe!

PADDLING POSITION

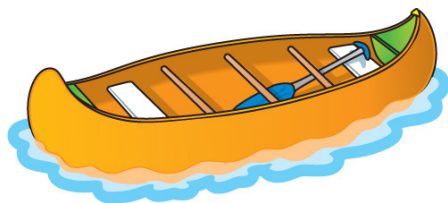
You should be kneeling for stability. This lowers your center of gravity and makes the canoe more stable.

When you are positive that you and your canoeing partners are in no danger of tipping, you may sit on the seats. A center paddler should never sit on the **thwart or yoke**. Thwarts are not designed to carry the weight of a person, and they break easily. If a thwart/yoke is broken the canoe cannot be easily portaged and it will not keep its shape.

When paddling solo, move up towards the center of the canoe and tilt the boat slightly to one side. You are then using the part of the boat that has more rocker and a more easily controlled pivot point is created. Being closer to the water and being in the center of the boat gives you more precision and control.

CHANGING POSITION IN A CANOE

- ☐ Both canoers should be kneeling for stability. The person in the stern should kneel on the floor in front of their seat and curl into a tight ball on the spine of the canoe.
- ☐ The person in the bow should slowly and carefully turn around to face the stern and walk towards the stern, staying low the entire time. When they reach the stern paddler they will wiggle over them and sit on the stern seat with their knees on the floor of the canoe.
- ☐ The original stern paddler will then move slowly and carefully up the canoe, keeping their weight low, to take the bow seat.



CANOE OVER CANOE RESCUE

A 'canoe over canoe' rescue is a procedure for righting a flipped canoe. Normally, this involves one flipped canoe and one upright canoe (the rescuers). The two canoeists in the rescue canoe will approach the conscious swimmers and their overturned canoe.

STEPS FOR A CANOE OVER CANOE RESCUE:

1. Check that all swimmers are OK and determine if anyone is missing.
2. If the water is cold, get the swimmers into the rescue boat as quickly as possible, otherwise the swimmers can remain in the water to help with the rescue.
3. Pull the end of the swamped canoe to the center of the rescue canoe, making a "T" formation.
4. Both swimmers should go to the far end of the swamped canoe.
5. The rescuers should then pull the swamped canoe over the rescue canoe upside down, breaking the air seal in the process. From above, the two canoes would look like an addition sign. The canoes are very stable in this position.
6. When all the water has drained from the canoe it can be turned right side up and slid back into the water.
7. The two canoes should be brought parallel to each other and be touching – watch out for the swimmers!
8. The two rescuers can then use their canoe to steady the other allowing the swimmers to climb back in.
9. Try to keep track of paddles and gear during a canoe over canoe rescue, however next to your own safety, the swimmers are your first priority!

Canoe over canoe rescues are much more difficult to do in rough conditions. All precautions must be followed to avoid a canoe from flipping such as staying close to shore while paddling.



BARN DAY 2

On Day 2, you will be picked up at CPS, EDPS, or LPS and go directly to Gould Lake. About 1 kilometer from the barn, the bus will stop and you will participate in a jog to the barn, so please wear running shoes. All of your bags and belongings will be left on the bus and will be waiting for you when you arrive at the barn. After the jog, we will go for our daily morning swim to wash off, wake up, and make sure everyone is ready for lessons.

Our morning lesson rotations will focus on skills and information about how to care for ourselves and the spaces we are travelling in while on trip in Algonquin Park. We will learn about nutrition and hydration, how to handle all things smelly to avoid attracting critters, and how to look after our own personal hygiene with no showers or running water in sight.



The afternoon will be spent both on and off the water, building on our canoeing skills from day 1 and introducing portaging skills.

Day 2 concludes with a meeting in front of the barn for announcements and reminders, then back on the bus to CPS.

FOR TOMORROW (DAY 3):

- ☐ Bring all equipment on “Daily Equipment List”
- ☐ Your homework is to read all about Day 3 and **complete the Nutrition and Hydration assignment in this workbook (due tomorrow).**

NUTRITION

PROTEINS

According to the Canadian Food Guide, we need 0.8 grams of protein per 1kg of body weight. That means that 10-35% of your daily intake can include foods such as beans, lentils, nuts, seeds, lean meats and poultry, fish, shellfish, eggs, and lower fat dairy products.

An increased intake of plant-based protein foods is recommended as they provide more fibre and less saturated fat which is more beneficial for your heart health than other types of protein foods. Proteins are necessary for essential body functions such as muscle growth and repair. This means that people who exercise more need to increase their protein.

FAT

The recommended 65 grams of fats per day is equivalent to slightly more than ¼ cup. Caloric density is higher in fats than in proteins or carbohydrates which makes them a great source of long-term energy when consumed in moderation. It is important to know that there are 3 different kinds of fats and some are healthier than others.

- ☐ Saturated Fats – are found in foods such as palm oil, coconut oil, lard and shortening, dairy products including butter, cheese and whole milk, and animal-based foods including beef, chicken, lamb, pork and veal.
- ☐ Trans Fats – can be found naturally in some animal-based foods or can be industrially produced. They occur naturally in foods such as beef, lamb, and dairy products. Industrially produced trans fats are formed during food processing. Some liquid vegetable oils, such as canola and soybean oil contain small amounts of trans fats. These are formed unavoidably during the refining process.

It is better to avoid both saturated and trans fats as they are the type of fats that build up unhealthy stores in your body, potentially leading to health complications.

- ☐ Unsaturated Fats – Are mostly found in plant products such as nuts and seeds, avocados, and vegetable oils including olive, canola, corn, peanut, sesame, sunflower, etc. These fats are healthier for you because they contain essential fatty acids which increase your brain function and are known to contribute to your cardiovascular health.

CARBOHYDRATES

Both complex & simple carbs burn significantly faster compared to proteins and fats and as the body's main source of fuel, should make up 45-65% of daily food intake. These macro-nutrients are found in a vast variety of foods and can be divided into two sub-types that are described on the next page.

COMPLEX CARBS OR “STARCHES”

Complex Carbs or “starches” which come from whole grains and starchy vegetables that take longer for the body to break down, therefore providing a longer-lasting source of energy.

SIMPLE CARBS OR “SUGARS”

Simple Carbs, also known as “sugars” such as glucose, galactose and fructose are found in many foods and can combine to make other sugars such as sucrose (table sugar), lactose (found in milk) and maltose (found in stages of digestion when starches are eaten). These sugars already exist in many foods and do not need to be extra additions into an average daily intake. These sugars break down faster than complex carbs and as such are useful for a quick boost of energy.

FIBRE

Fibre is not a macronutrient and cannot be fully broken down into energy through the digestive process but is still important to learn about as a key element to healthy eating. Foods that are high in fibre add an extra mass to digestible food meaning that they fill you up faster and for longer with less calories to burn. A high-fibre diet is recommended by the food guide because it keeps your intestines healthy and clean by preventing toxic waste from accumulating, stabilizes your blood sugar by slowing down the release of sugars during digestion, and lowers your cholesterol levels. Common sources of fibre include fruit, vegetables, legumes, whole grains, nuts, and seeds.

Being aware of what we eat is very important and we aren’t just talking about canoe trips but on a regular basis too. If we take care of our bodies, then they will take care of us! But remember, health is more than just *what* we eat.

CALORIES

Calories are a measurement of a unit of energy found in our food. Calories are also a measurement of how much energy our bodies need. When we are more active our intake of calories increases. We are much more active during a canoe trip because of having to paddle and portage to get ourselves to the next site which requires extra calories.

- Be mindful of your eating habits
- Take time to eat when you are hungry and notice when you’re full
- Plan what you eat and cook more often
- Involve others in planning, preparing, and eating meals
- Enjoy your food
- Make culture and food traditions a part of your meals

HYDRATION

Hot? Thirsty? Fatigued? Low on C2P2? You're probably dehydrated!

The increased amount of physical activity coupled with the hot summer months means that unless we are mindful of increasing our fluid intake, we will be at an increased risk of dehydration and heat related illness while on trip. When the air is humid, sweat can't evaporate and cool you as quickly as it normally does, and this can lead to an increased body temperature and the need for more fluids. This makes drinking water on trip one of our top priorities for health and safety.

SYMPTOMS

- Thirst
- Confusion
- Dizziness
- Fatigue
- Dark-colored urine
- Less frequent urination



Treatment & Prevention

It makes sense that a lack of fluids is simply solved by increasing your fluid intake (i.e. drinking at least two litres of water per day!) There are also other things that we can do on trip to treat or, more importantly, prevent dehydration.

- Go swimming to cool off
- Pre-hydrate in the evening so that you don't start your day off at a deficit
- Find shade and cool breezes when stopping for breaks
- Avoid getting sick by being sure that you wash your hands and don't share items like lip chap
- Always have clean water ready so that there is no barrier to drinking the amount you need

CLEAN WATER??

Yes! In order to avoid harmful organisms in the water like giardia and cryptosporidium we must be sure to clean our water.

After getting water from the lake it must be boiled, filtered, treated with chemicals or purified in some other way before it is consumed.

Other measures that will prevent illnesses such as giardia include: washing our hands with soap or sanitizer after using the washroom and before eating, washing dishes with soap, boiling rinse water or making sure dishes are completely dry of lake water before using them or rinsing dishes in a bleach/water solution.

LOW IMPACT CAMPING

Low Impact Camping is the practice of travelling in and enjoying wilderness while minimizing our impact on the landscape. The goal is to leave as little evidence that we were in the area as possible, and ideally we leave the area looking **CLEANER** than when we found it! The purpose of such practices is to maintain our wilderness areas, and to ensure that campers can obtain a full wilderness experience, even in high traffic areas.

CAMPSITES

Selection: In order to limit the impact on the area, we will only camp on designated sites. For tips of what to look for in a good campsite ask your instructor.

Tent Sites: If available, tents should be set up on designated tent pads. If not available, please be sure to avoid roots, depressions, and vegetation so that we protect ourselves, stay dry, and do not cause unnecessary harm to the plant life.

Fire: In order to minimize impact, most of the cooking on trip will be done using a stove. If a camp fire is to be used, please use the designated fire pit to avoid ground and rock scarring.

Firewood: When collecting firewood, only take dead wood off the ground and limit the size of the fuel so that it can be burned down completely to ash (diameter of wood should not exceed your wrist). If there is left over wood it can be scattered back in the forest, this will allow us to keep our “we were never here” goal intact.

TRAVEL

Trails: In order to minimize the impact on the surrounding vegetation, trails should be used both on the portage as well as in camp.

Paddling: While paddling through marsh, please try and use the path that already exists. Although it may be shorter to cut through the middle, paddling through the plants can cause unnecessary harm.



WASTE DISPOSAL AND PERSONAL HYGIENE

Leftover Food: Leftovers from a meal must be eaten, saved for another meal or “packed out” of the park with us. We do NOT burn or bury food scraps (this also includes dumping food down a KYBO).

Dishwater: Dishwater should be carefully strained, and large food chunks should be removed and disposed of in the group garbage. Remaining dish water should be scattered away from camp, 50 metres from any waterway and campsite. This is to ensure that the soap and food particles do not flow back into the waterway and harm the aquatic life as well as keep critters away from our camp site.

Teeth brushing: Disposal should take place at least 50 metres from all water sources and our campsite. This is to ensure that the toothpaste does not affect the aquatic life as well as attract critters into our campsite. Two common methods of dealing with toothpaste waste include “heel-dig-cat hole” and “elephant spray”. Each has their advantages and disadvantages, but done properly, both are adequate methods of disposing of toothpaste.

Bathing & Keeping Clean: It is important to keep clean on trip. However, to ensure that we are not polluting the water we will not use soaps or shampoos. If soap must be used for cleaning (ie. to prevent a cut from becoming infected) then this should be done in a pot and the water should be disposed of as if it were dishwater.

Hand Washing: It is important that hands are washed after going to the wash-room, and before preparing food or partaking in a meal. Hands can be cleaned with hand sanitizer or dish soap in a pot of water (and disposed of the same as dish water).

Urinating: Takes place 50 metres from all water sources, campsites and trails. This is to ensure that the toxins contained in the urine will not flow into the waterway and affect the health of animals (including ourselves).

Defecating: Takes place 50 metres from all water sources, campsites and trails. This is to ensure that the toxins contained in the feces will not flow into the waterway and affect the health of animals (including ourselves). If there is a KYBO/outhouse present, please use it! If not, a proper cat-hole (15 cm wide x 15 cm long x 15 cm deep) must be used (and covered!).

Menstruation: All females should bring menstrual supplies on trip regardless of where they are in their cycle. Students are asked to not dispose of used pads or tampons in the kybos/outhouses or by burning or burying them. For proper management/disposal please refer to the “Menstrual Products: Care, Disposal and Information” page presented earlier in this manual.

BEAR AND CRITTER MANAGEMENT

When we travel in Algonquin Park, we are sharing the wilderness with countless other species – bears, moose, raccoons, deer, wolves, coyotes, sasquatches, chipmunks, and mice to name just a few (okay...maybe not sasquatches). In order to protect these animals and ourselves from harm or distress, we must take several precautions. The wilderness and its inhabitants are not things to be feared – a healthy respect for these creatures is all that is required for us to share the beauty of Algonquin with its full-time residents.

BEARS AND MOOSE

As with all large animals, bears and moose must be respected in order to safely share the wilderness with them. Both of these animals are naturally shy and afraid of human beings, but their size does make them a potential threat to our safety.

The best way to prevent any negative encounters from occurring with large animals is to prevent any encounters whatsoever. The following are steps that can be taken to help minimize the likelihood of encountering a bear or moose:

- ☐ Always travel with a buddy, whether portaging, or even just going to the bathroom. All the animals in Algonquin are naturally afraid of us – and two people are even more frightening than one!
- ☐ When a chance encounter may be a concern, make noise. Many bear encounters happen by accident when neither the bear nor the person hears the other one coming. When walking through the woods, make some noise so that animals will hear you coming from far away (talk to a friend, talk to a tree, sing, whistle, whatever!).
- ☐ Keep your eyes open for sign of animals. Scat (animal droppings), footprints, hair, and other signs are all over the place for us to see. This can sometimes give us an idea of what animals might be in the immediate area.
- ☐ Carry and store your food properly. Food is the number one cause of animal encounters in the wilderness, so be sure you're taking appropriate care to avoid these. This is discussed in more detail in the next pages.



CHANCES OF HAVING A MOOSE ENCOUNTER

It is quite common for Outreach groups to see moose on their trip – usually while paddling along creeks. These have always been special moments where pictures are taken, the moose is enjoyed, and fond memories have been made. Moose are generally only ever aggressive in the fall, so we are not overly concerned with negative moose encounters.

CHANCES OF HAVING A BEAR ENCOUNTER

It is very uncommon for Outreach groups to see a bear on their trip. When this has occurred, it has proven to be an exciting and memorable experience. Some people can travel extensively in Algonquin Park for their whole lives and never see a bear, while others may see one on their first trip. So, while it is unlikely to encounter a bear on an Outreach trip, it could happen and we should know how to handle the situation.

HANDLING A BEAR ENCOUNTER

As previously mentioned, most encounters with large animals occur by accident. Whether it's a bear, a moose, or another large animal that you've encountered, the basic strategy is the same – you want for yourself and the animal to walk away peacefully. The following are some general guidelines that you'll want to remember for a bear encounter:

- ☐ Avoid startling the bear (you don't want it to think you're threatening it – this may cause it to defend itself).
- ☐ Let the bear know you see it. This can be done by gently talking to it in a non-threatening tone.
- ☐ Do not stare the bear in the eyes – this is a sign of aggression.
- ☐ Take a quick look around to see if there are any cubs – many attacks by black bears are due to mothers defending their cubs from what they think is a threat. Avoid being between a mother and her cub.
- ☐ Slowly back away while continuing to talk to the animal. Do not turn your back on the bear.
- ☐ Have your whistle ready to use if you think the bear is acting aggressively.

ANIMAL PROOFING OUR FOOD

The most common reason for an animal visiting one of our campsites in Algonquin Park is that the animal is searching for food.

“Garbage Bears”

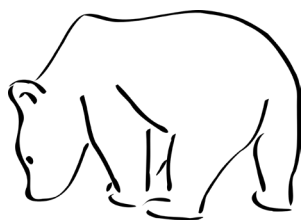
As mentioned earlier, bears have a natural fear of humans. They also have their own natural diet that they consume in the wilderness. Unfortunately, as humans travel more and more in bear-inhabited areas, some bears have become more accustomed to humans, and in some cases are no longer afraid of us. Bears that have lost their fear of humans and have become accustomed to eating human food are called “Garbage Bears”. These Garbage Bears may still be slightly afraid, but their instinct to get human food overrides it.

These Garbage Bears are also very intelligent. They have learned that where there are humans, there is food. These bears tend to visit campsites regularly, sniffing around for a snack. Since many travellers in Algonquin don’t protect their food as well as they should, the bears are often successful in getting food from campsites, and this success only reinforces their decision to look for food from humans.

WHY WE PROTECT OUR FOOD

The obvious reason for protecting our food is to ensure that we get to eat it, and not the bears, raccoons or chipmunks. But there are a few other important reasons:

- ☐ We do not want to encourage animals to rely on human food because it can be very unhealthy for them. By not allowing them to eat our food, they will be more likely to find their own natural foods.
- ☐ We do not want to encourage animals, especially bears, to regularly visit campsites. If they are finding food at campsites on a regular basis, they will continue to visit them. If they are not finding food, they will start looking other places. By protecting our food, we are doing our part to help avoid bear encounters both for ourselves, and for others who may use the same campsites at other times.



INTRODUCTION TO CANOEING STROKES

FORWARD STROKE

Fully extend your lower arm by rotating your upper body into the stroke. Keep your top arm high, just in front of your forehead. Place the blade into the water in this extended position. To initiate the stroke, rotate the torso back to the square position, pulling with a straight arm. Then bending the arm, continue the stroke alongside the boat (keeping a vertical paddle shaft), finishing at the hips. The top arm extends forward but remains at eye level.



REVERSE STROKE

Reach back with both hands and place the paddle in the water to the rear of your body. Then pull forward, with the flat side of the blade perpendicular to the canoe.



J-STROKE

At the end of the forward stroke, with the paddle behind you, turn the power face of the blade out and push away from the boat. This corrective stroke helps keep the boat going straight when paddling forward.



DRAW

Keeping the canoe flat, reach your body out over the gunwale beside you. Your lower arm should be extended, with the upper arm bent across your chin. Pull your blade towards the boat, moving the boat sideways through the water.



PRY

Place the paddle blade directly beside the boat next to your hip. Fully extend the upper arm over the water while pushing water away from the boat with your blade.



CANOE LIFTS AND CARRIES

‘LUNCH BOXING’

Used for short distances, two people carry the canoe right side up, holding the bow and stern decks on opposite sides. The canoe is carried at about waist height.

TANDEM CARRY

For longer distances, two people carry the canoe upside down at shoulder height, using the thwarts or seats as supports. Although each person carries less weight than when solo carrying, it sometimes feels harder as the two people must move together. It is usually easier for the tallest person to go in the front for better visibility. Normally, the boat is carried bow first, however, you should check the arrangement of the seats and thwarts to determine which end of the canoe should go first.

1. Standing on the same side, decide what direction you want to go.
2. Rest edge of the canoe on your thighs and rock it back and forth together.
3. Use momentum to get it up onto your shoulders. Rest a thwart or seat on your shoulders.

Safely setting canoe down:

1. Decide what side to set the canoe down on.
2. Roll the canoe down on to your thighs, then to the ground.

SOLO PORTAGING

1. Position yourself near one end of the canoe. Roll up the end of the canoe so that the opposite tip of the canoe pivots on the ground. You should end up standing upright with your hands on the gunwales above your head (this position is what ORCA refers to as a “teepee”).
2. Shimmy your hands down the gunwales until you meet the yoke and then slowly lower the canoe until the yoke rests on your shoulders.

TIP: If you have a friend nearby, get them to “teepee” the canoe’s high end so you don’t have to shimmy your hands.

TIPS FROM THE PROS

For any type of lift or carry, always try to have your knees slightly bent and keep your back straight. These carries get easier with lots of practice (and some determination!).

BARN DAY 3

Leaving CPS once again at 8:30am, and after making stops at EDPS (8:45am) and LPS (9:00am) we depart for Gould Lake. After a group game to wake everyone up, we will divide into smaller groups to prepare for today's mini-trip.

The goal of mini-trip is to give you an idea of what to expect each day on your trip to Algonquin Park, and provide an opportunity for you to ask any questions you might have about what life on trip will be like. We will get a chance to practice paddling and portaging, and talk about some basics of campsite selection and set up.

We will start by reviewing personal and group gear, and how to pack these things. We will then portage and paddle to a "campsite" around Gould Lake, where we will have lunch and learn how to set up a tent and tarp, how to build and be safe around a fire, and what we look for when selecting a campsite.



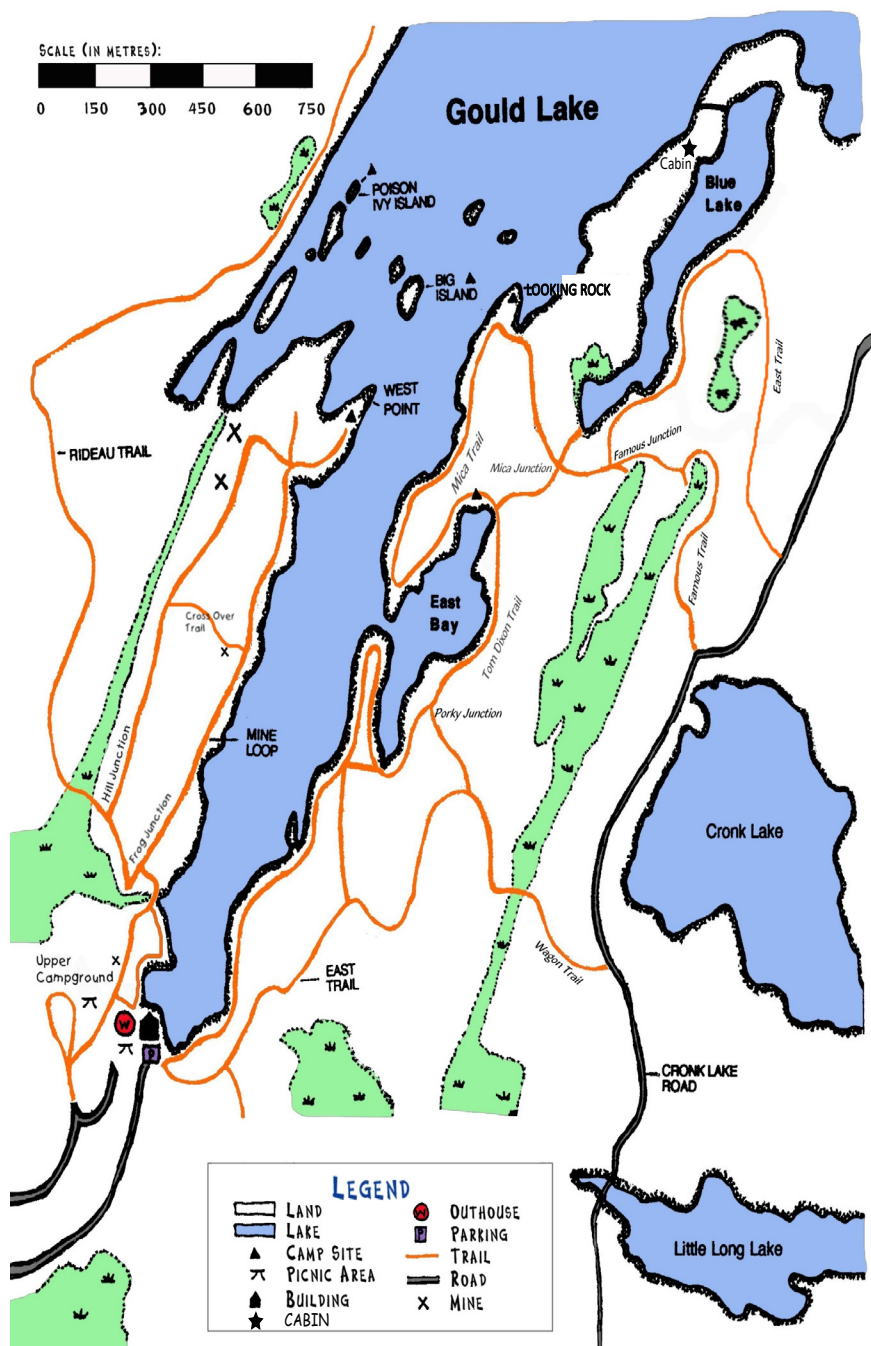
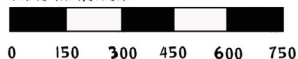
Happy paddling!

FOR TOMORROW (DAY 4):

- ☐ Bring all equipment on "Daily Equipment List"
- ☐ Your homework is to read all about Day 4.

Map of Gould Lake Area

SCALE (IN METRES):



BARN DAY 4

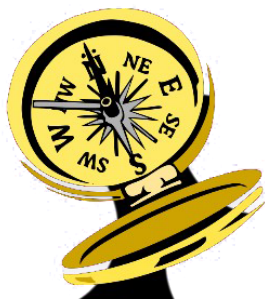
After arriving at Gould Lake, we will again start our day off with morning fitness and swim or big group game in the field.

During our morning lessons today, we will be going back in technological time to paper maps and magnetic compasses. We will be learning the basics of navigation, and practicing these skills around the Gould Lake area.

In the afternoon, we will play, practice, and learn about leadership, teamwork and communication- all vital skills to hone before sharing a canoe and tent with others!

FOR TOMORROW (DAY 5):

- ☐ Bring all equipment on “Daily Equipment List”
- ☐ Your homework is to read all about Day 5 and **complete the Navigation Assignment in this workbook (due tomorrow).**



NAVIGATION

WHERE IN THE WORLD ARE WE?!

One of the most important skills you will learn on trip is how to navigate. Without good navigational skills it is easy to get lost. On our trip we will be using maps and compasses. With these tools we should be able to find our way around Algonquin Park no sweat!

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. These will help you use your map to its full potential.

LANDMARKS

A landmark is something on a map that doesn't move. Example: Islands, big hills, campsites or trails, etc. We can use these landmarks as a guide because it is something on the land and map that is easy to recognize.

ORIENTING YOUR MAP USING LANDMARKS...

When you orient your map you are rotating it until the landmarks on the map line up with the ones around you. Once you have done this you can find out what direction you should be traveling using the easily recognizable landmarks on your map and in the world around you.

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 might not 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

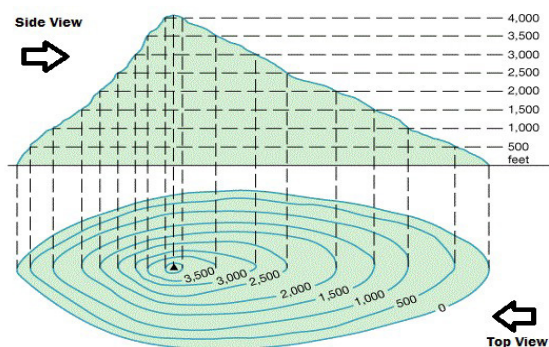
A method of relating the “real” distance on the ground to the corresponding distance as it appears on a map. All maps do not use the same scale. Maps of 1:10000 (1 cm on the map would actually be 10,000cm in “real” life on land or 100m on land) show more detail, but show a smaller area than maps of 1:100,000 (1cm on the map would be 100,000cm in “real” life on land or 1km on land) on land)

COLOUR

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

CONTOUR LINES

Contour lines allow you to view a map in three dimensions instead of two. They are usually thin, brown lines on a map and indicate the height of land above sea level. Contour lines connect points of land that are at the same elevation. **The steeper the elevation the closer together the lines are drawn.** Most Algonquin maps do NOT show contour lines. To get an idea what a contour line is look at the picture below.



Within contour lines there is something called a contour interval (CI) which is the distance between contour lines. The CI value is usually shown on the lower part of the map or can be easily calculated using the index lines. The index lines are the thicker brown lines that give you the actual elevation above sea level for that specific contour line. Index lines are usually every fifth line on a topographical map.

THREE NORTHS

We have three norths to work with when it comes to navigation. Having some knowledge of the three norths will give us a better understanding of why we use a compass a certain way

MAGNETIC NORTH

The direction to the largest convergence (magnetic north pole) of magnetic fields around the earth. Magnetic North is indicated by the north-seeking needle of a compass. Didn't you know the earth is a giant magnet?

GRID NORTH

The north that is established by using the vertical grid lines on the map.

TRUE NORTH

This is the axis at which the Earth rotates and we call the North Pole.



COMPASS

WHY DO WE USE A COMPASS?

We use a compass to help us determine the direction of travel and bearings. Without a compass we would need to find other ways to figure out our direction of travel. A compass in good working order is a fast and easy way to find where your desired direction of travel is.

PARTS OF A COMPASS

BASEPLATE

Hard, flat surface on which the rest of the compass is mounted. It may have rulers on its edges for measuring distances and getting UTM coordinates.

DIRECTION OF TRAVEL ARROW

Big red arrow marked on the base plate. You point this the way you will be traveling.

ORIENTING ARROW

Marked on the floor of the housing. It rotates with the housing when the dial is turned. You use it to orient a compass to a map.

ORIENTING LINES

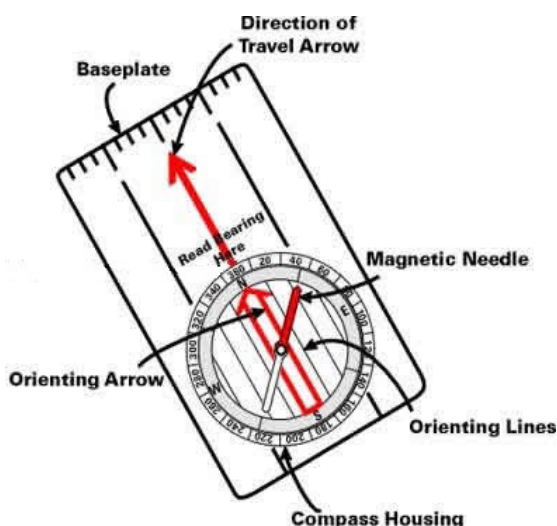
Series of parallel lines marked on the floor of the housing.

NEEDLE

Magnetized piece of metal that has one end painted red to indicate north. It sits on a fine point that is nearly frictionless so it rotates freely when the compass is held fairly level and steady.

HOUSING

Main part of the compass. It is a round plastic container filled with liquid and has the compass needle inside. The Ring around the housing that has degree markings engraved onto it. You hold the dial and rotate it to turn the entire housing.



UNIVERSAL TRANSVERSE MERCATOR COORDINATE SYSTEM (UTM)

WHAT IS UTM?

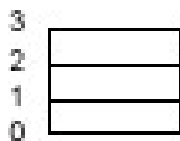
UTM is the best way to draw the earth, which is round, on a flat piece of paper. This allows things like GPS to accurately read the distances on the earth.

On a map, a network of squares is used to divide the map into smaller sections, making it easier to pinpoint a particular location. When given map coordinates for a location, the first number represents the '**Eastings**', the second number represents the '**Northings**'.

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



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



When giving your position you need to make a 6 digit number out of the Eastings and Northings.

To do this you:

1. Eastings first. Find the number of the grid line to the west of your location. Now imagine the grid box you're in divided into tenths and figure out what number your location is again.
2. When you combine the grid line number with the imaginary grid box number you will get your Easting.
3. Find Northings the same way only going to the south of your grid line.
4. Combine your Eastings first Northings second and TA-DA! You've done it!

HOW WE PROTECT OUR FOOD

There are several different methods of “Animal Proofing” food that can be used, such as:

- ☐ Food Canoe
- ☐ Food Hang
- ☐ Food Clump

For Outreach trips, the most effective and efficient way to protect our food is by using a “food canoe”. This is a method where you wrap all the food (and “smellies” up in a tarp to waterproof it and place it in one of the canoes. That canoe is then set up to float off of your campsite with two ropes tied to it. The first rope attaches the canoe to a tree on shore so that it doesn’t float away. The second rope is attached to an anchor to keep it from drifting back to shore. You will have many chances to practice making a food canoe on trip.

WHAT COUNTS AS “FOOD AND SMELLIES”?

It’s not just our food that needs to be animal proofed, but everything else that could possibly smell like food to a nosy animal. This includes:

- ☐ Any pots or dishes with bits of food on them
- ☐ Garbage
- ☐ Toothbrushes and toothpaste
- ☐ Sunscreen
- ☐ Scented bug spray
- ☐ Scented soap
- ☐ Clothes that have had food spilled on them
- ☐ Water bottles that have had juice in them recently
- ☐ Snacks even if they haven’t been opened



LEADERSHIP

Leadership is not a simple concept. In fact, it is so complex that there are textbooks, university courses, and professions solely dedicated to defining leadership and trying to teach it in an effective manner.

The goal of this lesson (and the follow-up activity) is to get you to start thinking about leadership and to try and reflect on how you see yourself (and those around you) as a leader.

LEADERSHIP STYLES

Depending on the situation an effective leader will be able to adapt how they interact within a group and the amount of influence they have on the making of decisions. Again, this is a very complex topic, but to keep it simple let's just say that leaders can be seen as:

Telling: Leader makes the decision and **tells** the group what to do.

Selling: Leader makes the decision and **sells** the idea to the group (convinces them to do it by highlighting the decisions importance).

Testing: Leader presents the group with the decision but invites them to **test** or modify it before implementing it.

Consulting: Leader presents the situation to the group and then asks for group input (**consults** them) to help come to a decision.

Joining: Leader outlines the entire situation and they let the group members form the entire decision.

Delegating: Leader lets the group outline the entire situation for themselves and lets them come to a decision on their own.

OUTDOOR LEADERSHIP STYLE GROUPINGS

The styles mentioned above (telling, selling, consulting etc) can be grouped together into three sets of pairs to help define three general outdoor leadership styles.

AUTOCRATIC		DEMOCRATIC		ABDICRATIC	
Telling	Selling	Testing	Consulting	Joining	Delegating

COMMUNICATION

It may seem odd to think about practicing and improving our communication skills – after all, we communicate with many people in many ways every day. But effective communication skills can sometimes be very challenging to develop and therefore we do need to take it seriously and consider ways in which we can improve. In a leadership role, effective communication skills become even more important.

WHAT IS COMMUNICATION?

To put it simply, communication is the process of transferring information from one individual to another. Sounds simple doesn't it? However, more often than not, when problems occur during the completion of a task, it is usually a direct result of communication breakdown.

COMMUNICATION BREAKDOWN

Communication breakdown is a generalized term that simply means something went wrong between the moment information was transmitted from one person to the time that the information was received by another. These problems can occur in a countless number of ways and can happen on either end of the communication line (transmitting or receiving).

PREVENTING MISCOMMUNICATION

While on your Outreach trip, you will find yourself in many situations where you need to successfully communicate with your group. Whether this is reminding people to drink lots of water or ensuring that you are listening to your leaders when they are telling the group the plan for the day, it is critical that everyone does their part to make certain that all of the information is both given and received. The following are some general tips that can aid in both the giving and receiving of information.

QUICK TIPS

- ☐ Before addressing a group make sure you have EVERYONE's attention.
- ☐ Be aware of your body language when addressing group. Sometimes listeners will receive mixed signals if the speaker's body language does not match the words being said.
- ☐ The tone of how you say something can be as important as what is actually being said.
- ☐ After addressing a group, ask the group if everything you said was understood and whether there were any questions.
- ☐ Try to be an active listener. Not only are you hearing what is being said, but you are showing that you are listening and understanding.

BARN DAY 5

After arriving at the barn from CPS you will again participate in morning fitness with the staff. Once morning fitness is complete, everyone will gather in the field for a group game.

For the morning we will break down into small groups and participate in a series of rotations focusing on Emergency Scene Management, Common Injury Prevention and Self- Care.

After lunch, we will break down into groups and head out in boats for some fun on the water. With a small group of students and two staff, you will adventure around parts of Gould Lake. A group discussion will be led on substance use, which will include a review of your upcoming Substance Use, Addictions, and Related Behaviours assignment.

The day will conclude with a meeting in front of the barn for announcements and reminders, then back on the bus to CPS.

FOR DAY 6:

- ☐ Remind your adults at home that there is an information night at CPS starting **4:00pm on Day 6**.
- ☐ Substance Use and Abuse Assignment **Due Day 6**
- ☐ Two days off! This is a great opportunity to pick up last minute items for your trip!

FIRST AID & EMERGENCY SCENE MANAGEMENT

PREVENTION FIRST!

Gould Lake stresses how to stay safe on trip and how to prevent accidents and injuries from happening. Your tripping group needs to look after each other by looking out for signs of sunburn, hypothermia etc. We can help keep each other healthy by not sharing water bottles or utensils and by washing our hands before cooking and eating, and after going to the bathroom. By playing smart (away from fires, stoves, dangerous areas etc.) we can minimize our chances of getting hurt. It is important to remember that while Algonquin Park is not that far away, it is remote as far as the difficulty involved in evacuating someone who needs to go to a doctor or to the hospital.

EMERGENCY SCENE MANAGEMENT

YOU ARE THE MOST IMPORTANT PERSON IN AN ACCIDENT SCENE.

Steps in the scene survey:

- C - stay Calm and in control
- H - get Help from instructors
- U - is the area Unsafe?, check for hazards to yourself & victim
- M - don't Move - Tell the casualty not to move.

SPRAINS, STRAINS & FRACTURES

What are they?: Injuries to ligaments (sprains), tendons (sprains), muscles (sprains), and bones (fractures)

Prevention: Be careful on portages. Don't carry something that is too heavy for you. Watch your step. Wear covered shoes with a good grip and proper ankle support.

Signs and Symptoms: It can be hard to tell if something is broken rather than sprained or strained. All three can have pain, swelling, deformity, and bruising.

Treatment: The treatment for all of these injuries is the same:

'R.I.C.E.' – Rest, Ice, Compression, Elevation

BURNS

PREVENTION

Use sunscreen and wear a hat. When cooking yell “hot pot”, wear shoes and be cautious when using stoves/fire.

SIGNS AND SYMPTOMS

Superficial (1st degree): redness of skin, pain, mild swelling (mild sunburn)

Partial thickness (2nd degree): deep reddening of skin, glossy fluid leaking out (plasma), blisters, very painful

Full thickness (3rd degree): loss of skin, black and charred, nerves are damaged so it's not painful

TREATMENT

- ☐ Immediately put burned part in cold water (do not put on any ointments or margarine).
- ☐ Do not pop blisters or touch anything to burns because of infection.
- ☐ Watch for infection (red, sore, itchy skin, white pus, red streaks from wound, and fever).

BLEEDING

PREVENTION

Students are not allowed to bring knives on trip. If you are using a knife while helping to cook be very careful. No horseplay.

SIGNS AND SYMPTOMS

Red wet stuff is leaking out . . . You can also have internal bleeding (a bruise) from an internal injury which will cause swelling. Bleeding can be life threatening if there is enough blood lost.

TREATMENT

RED

- ☐ R - Rest
- ☐ E - Elevate
- ☐ D - Direct pressure applied to stop the bleeding.

Additional Information for bleed treatment:

- ☐ Apply a clean preferably sterile dressing to keep the wound clean and prevent infection.
- ☐ Watch for infection.
- ☐ For internal bleeding or bleeding that can't be controlled the patient may have to be evacuated.

HYPOTHERMIA

(Hypo = Low) Hypothermia is a decrease in the body's core temperature to a level (below 35C) where your brain slows down and when your body can no longer re-warm itself.

PREVENTION

- ☐ Don't wear cotton on canoe trips.
- ☐ Add layers before cooling down and remove them before sweating
- ☐ Wear a hat (toque) when it's cool
- ☐ Put rain gear on before you get wet
- ☐ Change into dry clothing if you're wet
- ☐ Use the H.E.L.P. position in cold water (Heat Escape Lessening Position)
- ☐ Eat lots! You need fuel to burn to stay warm.
- ☐ Drink lots! Staying hydrated will help prevent hypothermia.
- ☐ Look after each other.

SIGNS AND SYMPTOMS

Mild: lack of coordination (hard for your fingers to do up a zipper), mild shivering, not really caring what happens, slightly blue skin

Moderate: uncontrollable shivering, slurred speech, confused thinking, stumbling, grey pale skin

Severe: shivering stops, rigid muscles, sleepiness progressing to coma, blue skin

TREATMENT

- ☐ Eat and drink for mild hypothermia.
- ☐ Re-warm the patient gradually.
- ☐ Remove wet clothing.
- ☐ Provide shelter and insulation from the cold ground.



HYPERTHERMIA

(Hyper = Too high) Any body temperature above 37.5-38.3C can lead to hyperthermia. Once over 40C it becomes life-threatening. Three types: Heat Cramps, Heat Exhaustion and Heat Stroke.

PREVENTION

Stay well hydrated. Having a headache, tiredness, weakness, or dizziness are signs and symptoms of being dehydrated.

Wear a hat, don't over exert yourself, and swim if you need to cool down.

SIGNS AND SYMPTOMS

Heat Cramps

- ☐ painful muscle spasms, usually of the legs and abdominal muscles
- ☐ occur with vigorous exercise and profuse sweating in hot environments
- ☐ excessive sweating and muscular spasms

Heat Exhaustion

- ☐ a mild form of shock resulting from loss of water and electrolytes
- ☐ skin is pale, cool and clammy
- ☐ fatigue, nausea, and vomiting

Heat Stroke

- ☐ an inability to cool the body due to fluid depletion or extreme heat
- ☐ hot red skin, no more sweating
- ☐ not fully conscious, seizures, hallucinations, can't walk
- ☐ very serious medical emergency, will require immediate medical attention.

TREATMENT

Cool patient down and rehydrate (this may include needing sugars and salts to balance electrolytes as well as water). Evacuate for Heat Stroke.

GETTING LOST...AND FOUND!

PREVENTION

Always tell your tent mates or instructors where you are going – even if it is only to the bathroom. Also, let the staff know if you are feeling at all unwell or really tired in the daytime. Never go off by yourself without telling an instructor where you are going and for how long.

Why? Someone will know where you are and when to expect you back. If you don't come back in a reasonable amount of time people will come to find you.

If you are not sure...STOP!

Sometimes on a portage (and in life in general) you will come to a fork in the trail. If you are not 100% certain about which direction to go, simply STOP and WAIT for your instructor to come along and help you.

Always carry a whistle.

If you do become lost you can blow the whistle. Others will hear the whistle and you will be found quickly. Whistles can be heard easier than voices.

IF YOU THINK YOU ARE LOST...

Stop as soon as you are not positive where you are. Stay where you are and count to 50 (try to stay calm). If you keep moving it might be in the wrong direction. Listen carefully for voices. Yell or blow your whistle 3 times. – this is the signal for emergency, "I need help". Keep doing this every few minutes. Ensure you listen during the rest between signals.

Your instructors want to make sure you are found so don't worry about getting in trouble for getting lost. Try to make yourself comfortable in your small area (sit in the shade, get out of the wind, whatever you need to do) but don't hide.

If someone on trip is missing – tell an instructor immediately. If someone is missing, a search party will be organized by the instructors.

SELF-CARE

WHAT IS SELF-CARE?

Self-care is the act of keeping both your mind and your body fit and healthy. Self-care is about taking responsibility for your own health and wellbeing by completing activities that nurture you. If you are able to identify your own needs you can begin taking steps to meet them.

WHAT DOES SELF-CARE LOOK LIKE ON TRIP?

- Eating healthy portions
- Staying hydrated
- Wearing appropriate clothing
- Taking care of your gear
- Wearing sunscreen
- Brushing teeth
- Keeping your instructors informed of your needs
- Taking time to one's self
- Develop supportive relationships with peers and instructors

WHY IS SELF-CARE ESPECIALLY IMPORTANT ON TRIP?

There are a few reasons why self-care is especially important on trip:

- Algonquin Park is remote and healthcare is more difficult to access
- Small problems can quickly become big problems
- The quality of your trip experience will increase if you are taking care of yourself mentally and physically
- Your group members rely on you as an active member of the group so you must take care of yourself to take equal responsibility for camp tasks

ROLE OF AN INSTRUCTOR:

- Educate you on how to complete activities of daily living in a wilderness setting
- Remind you of the importance of self-care throughout the canoe trip
- Provide support and first aid when necessary
- Facilitate you becoming independent with your self-care skills
- Create an open atmosphere so students feel comfortable to approach them with an issue

****If you are able to maintain a high level of self-care on your canoe trip, not only will you feel better but you will be able to actively participate in all aspects of the Outreach program and the learning experiences it has to offer.****

SUBSTANCES, ADDICTIONS, AND RELATED BEHAVIOURS

WHY IS TEEN SUBSTANCE USE A BIG DEAL?

In order to make healthy, informed choices, it is important that students have an accurate understanding of the effects linked to substances, addictions, and related behaviours during adolescence. Having the right information can prepare and equip teens to be their own best resource on substance-use questions and lead to them having a stronger influence on themselves and others.

Adolescence is a significant period for brain development. From early adolescence through the mid-20s, the brain develops slowly from back to front. The parts of the adolescent brain that develop first are those at the back of the brain that control physical activity, emotion, and motivation. However, the part of the brain that controls cognitive tasks, such as memory, reasoning, judgement, impulses, and problem solving—known as the prefrontal cortex—is near the front of the brain and develops last. This part of the brain does not fully mature until the age of 25. The still developing brain is more susceptible to the damage that can be caused by substance use, addictions, and related behaviours.

WHY ARE TEENS AFFECTED?

Teenagers are biologically driven towards risk taking but have yet to fully develop the part of the brain that takes the short and long-term effects of those risks into account. Teens are also typically socially conscious which makes them susceptible to peer influences and popular cultural messages. Additionally, drugs overload the body with dopamine—in other words, the motivation and reward centers of the brain that have developed are overpowered with “feel good” signals. When this happens, the body tries to correct the balance by letting fewer of the natural “feel-good” signals through. As time goes on, the body needs more of the drug to feel the same high as before. This effect is known as tolerance.

WHAT CAN SUBSTANCE USE IMPACT?

Substance use can not only lead to strained relationships with family, friends, and peers, it can have lasting societal and legal impacts on teens. Since substance use as a teenager can have a much greater long-term impact than at any other time in life, we want to encourage you to recognize where drug influence can come from, consider the harmful physical and social consequences of choosing to use drugs, and then recognize your ability to overcome negative influences.

WHAT SHOULD YOU DO IF YOU FIND OUT A FRIEND IS USING ALCOHOL, MARIJUANA, TOBACCO, OR OTHER DRUGS?

If you know someone using drugs, take it seriously. Substances are commonly used to establish a sense of belonging or to self-medicate and cope with difficult life circumstances. One of the most important things you can do is to talk openly with them about substance use and urge them to do the same. Be supportive to your friend during this time and encourage them to look at why they are using substances. Share your knowledge about the risk of drugs on the developing brain, the wide scope of potential impacts and encourage them to talk to a parent, teacher, counselor, or other trusted adult about it.

BARN DAY 6

After the bus ride to Gould Lake, be prepared to be active for about two hours with your tripping group in a variety of team building tasks such as: canoeing, portaging, orienteering, and swimming.

After all groups have finished the event and lunch, we will have a few rotations all about Algonquin Park- the flora and fauna and the history of Algonquin Provincial Park. You will find out what route you are doing too!



OR STAFF MEET & GREET TONIGHT AT CPS.

FOR TOMORROW:

- ☐ Bring all equipment on “Daily Equipment List”
- ☐ Bring all clothing and gear for the 9-Day Canoe Trip

THINKING AHEAD FOR TRIP:

- ☐ Make sure you ask your staff any questions you may still have regarding your trip clothing and equipment.
- ☐ Decision Making and Goal Setting assignments are due on trip!

ALGONQUIN PARK INFORMATION

HISTORY OF ALGONQUIN PARK

For most of Algonquin's history, human settlement was not a very important element. Scattered family groups of indigenous peoples came to fish, hunt and pick berries, but their numbers were never large. It was not until 1800's that big changes came to the rugged Algonquin highlands.

Algonquin Park was established in 1893, not to stop logging but to establish a wildlife sanctuary, and by excluding agriculture, to protect the headwaters of the five major rivers which flow from the park. Soon it was "discovered", at first by adventurous fishermen, then by Tom Thomson and the Group of Seven, and a host of visitors who came by train and stayed at one of Algonquin's several hotels.

Over the years, the park has earned unconditional devotion and worldwide fame. Hundreds of letters of inquiry arrive at the park every month, more than 40 books have been inspired by the park, and the list keeps growing. There is an Algonquin Symphony, paintings of park landscapes hung in the National Gallery and hundreds of studies done on its important place in Canada for biological and environmental research. Clearly, Algonquin Provincial Park is a very important place for all those who cherish our natural and cultural heritage.



DID YOU KNOW THAT...

- ☐ Every year ~300,000 people visit Algonquin Park and over 60,000 canoeists and backpackers visit the interior.
- ☐ Algonquin is the oldest, largest and best known provincial park.
- ☐ It consists of 7725 square km of forests, lakes and rivers.
- ☐ The park was named in honour of the Algonquin-speaking First Nations people.
- ☐ There are ~2500 lakes within the park boundaries.
- ☐ Algonquin encompasses the headwaters of 7 major rivers.
- ☐ 2/3 of the SW portion of the park consists of Birch and Maple; 1/3 of the NE portion is Pine and Poplar.
- ☐ There are ~2000 black bears in the park and over 200 resident wolves; the Park has been a centre for wolf research since 1959.
- ☐ It's also considered to be one of the finest moose-viewing areas in the world. There are an estimated 3,300 moose residing within the park.
- ☐ In 1917, Tom Thomson passed away in the park- it's a mystery as to how but people suspect he drowned.
- ☐ Algonquin is home of +1,000 species of plants (including 34 species of native trees), 53 species of fish, 31 species of reptiles & amphibians, 272 bird species, 53 species of mammals, and +7,000 species of insects
- ☐ 539,723 hectares out of a total of 760,674 hectares in Algonquin are in a "recreational-utilization" zone. Almost 2/3 of the Park is open to logging
- ☐ 97% of the logging in Algonquin is done by Shelterwood and selection logging methods. Clear-cutting occurs on 3% of the logging area annually, with clear-cuts averaging 5 hectares in size
- ☐ On average just over 11,000 hectares a year are logged in the park 7.5% of the park over the last 5 years
- ☐ Approx. 400,000 cubic metres of wood a year are taken out of the park approx 15,000 logging truck loads. *Note: a cubic metre is about the size of a telephone pole.)
- ☐ There are over 2,000km of permanent logging roads in the park
- ☐ Algonquin has the highest density of brook trout lakes anywhere in the world



**ONTARIO
PARKS**

ALGONQUIN'S FLORA AND FAUNA

MAMMALS

Fifty-three species of non-domestic mammals have been recorded within the boundaries of Algonquin Provincial Park. Of these, several are large, impressive mammals that many people hope to see while they are here - moose, white-tailed deer, beaver, black bear, and wolves usually top the list. Algonquin is unequalled in Ontario, perhaps even in North America, as a location for seeing moose. The other species, although common, are usually more difficult to find in Algonquin's heavily forested terrain.

BIRDS

There are 272 bird species recorded in Algonquin. These include northern birds as the gray jay, boreal chickadee and grouse. At the same time such southerners as the indigo bunting, brown thrasher, and wood thrush.

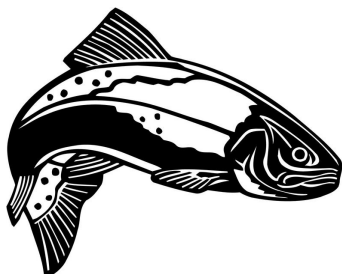


REPTILES AND AMPHIBIANS

There are 31 different species of reptiles and amphibians in Algonquin Provincial Park. Among the reptiles are five species of turtles and nine species of snakes (none are venomous). The amphibians include seven species of salamanders and ten species of frogs and toads. Reptiles and amphibians are "cold-blooded", which means that they lack the ability to produce enough heat within their own bodies to keep themselves warm. Only those species that are able to hibernate successfully through Algonquin's long, freezing winters can survive here. As a result, the diversity of reptiles and amphibians in Algonquin is much less than in warmer areas farther south.

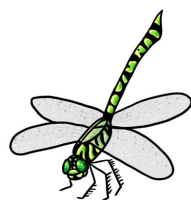
FISH

There are said to be 54 different species of fish in the park. Algonquin is well known for its brook trout and lake trout fisheries. Other species include: smallmouth bass, lake whitefish, yellow perch, northern pike, muskellunge, and walleye.



INSECTS

There are said to be over 7,000 species of insects found in Algonquin. Even though there are a lot of insects, the park would not be able to survive without them; many plants would disappear without insect pollinators, and entire ecosystems would collapse in the absence of insects in the food chain. Butterflies, blackflies, wasps, and mosquitoes, are just some of the insects we will encounter on our trip.



PLANTS

Plants almost completely blanket the landscape of the park; they have an overwhelming influence in the lives of other organisms such as animals and fungi. There are over 1,000 plant species in the park. Some plants that can be found are lady's-slippers, different wildflowers, ash, birch, oak, maple, balsam, cherry, spruce, tamarack, aspen, pine, cedar, hemlock, beech, and elm trees (just to name a few).

FUNGI

During the summer and fall, brightly coloured, umbrella- shaped mushrooms, candelabra corals, and puffballs will be seen. During the spring, you'll see Morels and false Morels. Fungi, like plants, have an overwhelming influence on the lives of other organisms such as plants and animals. Some fungi are pathogens, causing diseases in plants or animals. Many more fungi are important partners to green plants, providing essential mineral nutrients. Still other fungi are involved in rot, the return of dead plant or animal matter to the soil through the process of decay.



BARN DAY 7 - PACKING DAY!

REMINDER: TODAY YOU NEED TO BRING ALL OF YOUR TRIP GEAR TO BE PACKED!

WELCOME TO PACKING DAY!

Today, you will be bused as usual to Gould Lake where we will have our last morning fitness before trip.

You will then meet with your group to pack your tripping gear. Instructors will help you go through your gear to make sure that you have everything you need, and nothing you don't. After all personal gear is packed, we will pack our group gear such as: tents, stoves, food, paddles and PFDs.

All of this gear will be packed in the truck or on the bus and will not go home with you, so **please don't wear things you want to pack!**

After lunch you will get to participate in a "choose your own adventure" activity that you voted for.

FOR TOMORROW (DAY 8):

- ☐ Buses to Algonquin Park meet at CPS ONLY
- ☐ The bus will depart from CPS at 6AM
- ☐ There will be no pickups at Elginburg or Loughborough
- ☐ Bring snacks and a lunch (to be eaten on the bus/upon arrival to Algonquin Park)

NO TUPPERWARE PLEASE!

FOR DAY 16 (LAST DAY OF TRIP):

- ☐ Buses to arrive back at CPS between 4:00-4:30pm. Please refer to the Gould Lake website (www.gouldlake.ca) for updated bus arrival times.
- ☐ Please bring some money with you so you can buy your lunch for the bus ride home (\$15 recommended)

BARN WEEK ASSIGNMENTS

- ☐ Nutrition and Hydration (Due Barn Day 3)
- ☐ Navigation (Due Barn Day 5)
- ☐ Substances, Addictions and Related Behaviours (Due Barn Day 6)

NUTRITION & HYDRATION

(DUE: BARN DAY 3)

*** Resources for this assignment can be found within the Barn Day 2 section of this manual.**

PART 1:

1. Dehydration is something we must be conscious of when camping. What are two signs of dehydration? (2 marks)
2. What are two things we can do in addition to drinking water that could help us avoid becoming dehydrated? (2 marks)
3. Giardia is a stomach illness that could occur in the wilderness. Name two things we can do to avoid getting giardia? (2 marks)

4. There are three methods we use to make sure our water is safe for drinking. Identify one advantage and one disadvantage for each method listed below. **(6 marks)**

METHOD	ADVANTAGE	DISADVANTAGE
Boiling water		
Gravity Filter		
MSR Hand Pump Filter		

5. Macronutrients are the substances that our bodies require to get energy and stay healthy. The chart below lists the macronutrients that our bodies need every day. Fill in the source; what foods do the macronutrients come from (more than one). **(10 marks)**

MACRONUTRIENT	SOURCE
COMPLEX CARBOHYDRATES Faster burning calories. Body's main source of fuel-look for whole grains carbs.	
PROTEIN Long burning calories. Needed for tissue repair with exercise	
FAT Long burning calories. Provide the most calories per weight	
SIMPLE CARBOHYDRATES-SUGAR Very fast burning calories-quick energy.	
FIBRE <u>(Not a macro nutrient but is very important to know about and incorporate into your diet)</u> Fibre makes sure you are using the washroom on a regular basis while on trip	

PART 2:

1. Eating well involves more than just your nutritional input. Explain 2 additional aspects of healthy eating according to the Canadian Food Guide. (2 marks)

2. What are two unhealthy habit/behaviours people develop that can lead them to NOT getting enough calories? (2 marks)

NAVIGATION ASSIGNMENT

(DUE: BARN DAY 5)

* Resources for this assignment can be found within the Barn Day 4 section of this manual.

PART 1:

Map Orientation

1. What steps would you take to orient your map? **Make a point form list.**

(3 marks)

2. In Algonquin Park, we usually orient our maps using *landmarks*.

- a) Describe what the term landmark means. **(1 mark)**

- b) Give **2 examples of landmarks** that might be helpful to us when orienting our map in Algonquin Park. **(2 marks)**

3. What is a *northing* and an *easting*? Make sure to **define each term**. Use a diagram to support your answer. **(2 marks)**

PART 2:

1. Several features that should appear on almost any map are listed below.

Please provide a **brief description** of the importance of each feature. (4 marks)

Map Feature	Why it is important
Title	<i>EX. The title tells you what area the map covers. For example, you wouldn't want a map titled "Algonquin Park" if you were canoeing in Frontenac Park.</i>
Scale	
Date	
Legend	
North Arrow	

2. On the following blank page (or a separate piece of paper), **create a map of an area surrounding you.** This could be a map of a room in your house or your backyard. Please be neat (use a ruler if you need to). (11 marks)

Include the following on your map:

- ☐ Your name
- ☐ Title, scale, north arrow, date
- ☐ A legend with 5-8 items. These could include windows, doors, shelves, etc. DO NOT include moveable objects like your backpack or cars.

MAP

SUBSTANCES, ADDICTIONS, & RELATED BEHAVIOURS ASSIGNMENT

20 total marks

* Resources for this assignment can be found within the Barn Day 5 section of this manual.

PART 1:

1. Use the following chart to demonstrate an understanding of the impact that substance use and addictive behaviours can have on all aspects (e.g., physical, emotional, cognitive, spiritual, social, economic) of a person's health and well-being. **(12 marks)**

	NEGATIVE AFFECTS	PERCEIVED OR POSITIVE AFFECTS
ALCOHOL		
TECHNOLOGY		
TOBACCO		
NON-PRESCRIPTION DRUGS		

2. Substance use and/or related behaviours could be especially dangerous while on a canoe trip. Give two reasons and explanations why. **(4 marks)**

i)
ii)

PART 2:

3. Briefly describe one trip goal and one life goal. **For each, describe how substances, addictions and related behaviours could affect your ability to achieve these goals. (4 marks)**

Trip Goal:
Life Goal:

MY OUTREACH TRIP LOG AND JOURNAL

ON-TRIP ASSIGNMENT CHECKLIST

- ☐ Fitness Reflections
 - Pre-Trip Reflection (Due Night 1)
 - Post-Trip Reflection (Due Night 8)
- ☐ Goal Setting
 - Pre-Trip Goal Setting (Due Night 2)
 - Revise Trip Goals (Day 5)
 - Post-Trip Reflection (Due Night 8)
- ☐ Decision Making (Due Night 6)
- ☐ LOD Checklist and Reflection

WELCOME TO THE OUTREACH STUDENT JOURNAL AND TRIP LOG

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, animal sightings, 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.

REFLECTION

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. There are no strict guidelines for what should be included – every day of every trip has a different impact on every person. You should use this space to reflect on what is important to you. Be creative, write poems, songs, draw, talk about the blob tree, 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!

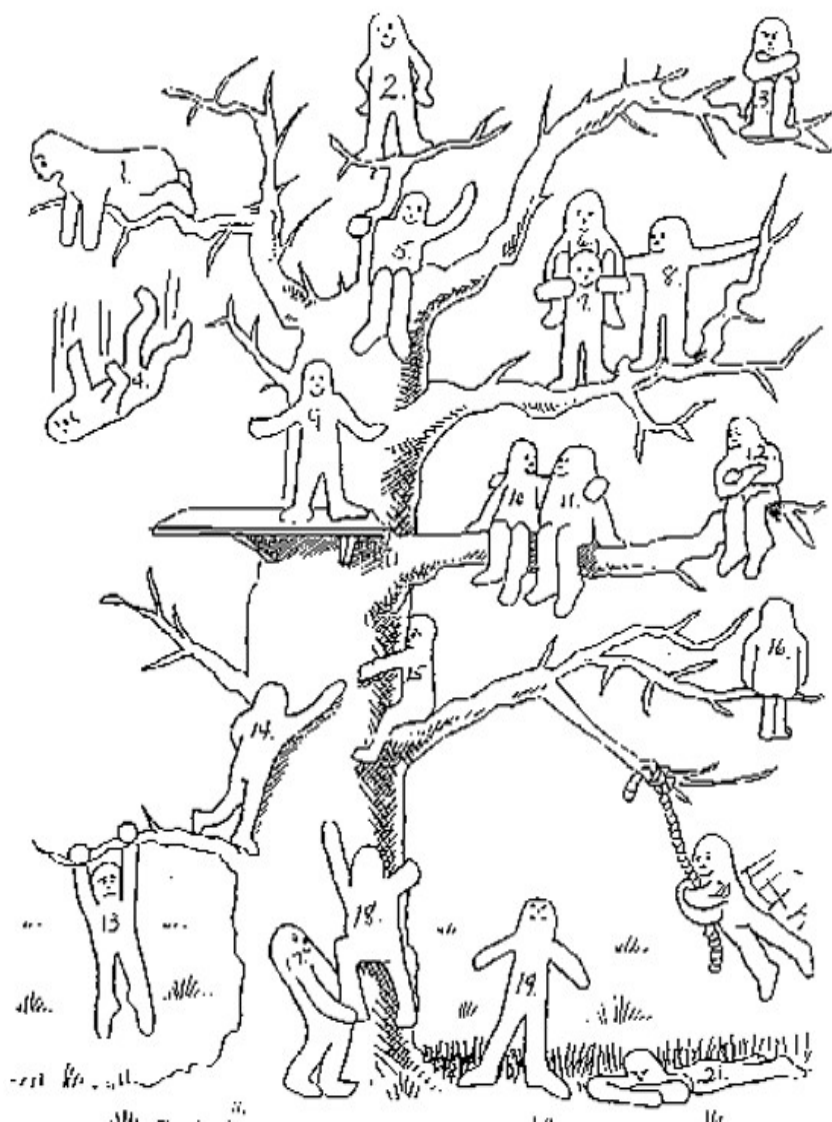
FITNESS LOG

As part of your course credit you are asked to keep a daily log of your participation in physical activities and your level of fitness for the duration of the trip. The fitness log will require you to fill in time, intensity, distance and the type of each activity. By using the fitness log located on each page of your journal reflections you will be able to easily keep a record of the types of physical activity you have completed. Please keep track of your fitness every day and reflect on it over the course of the trip.

The fitness log requires the following information:

- ☐ **Time** - Amount of time (hours) you worked at the activity
- ☐ **Intensity** - Amount of effort required - Use **Low, Medium, High**
- ☐ **Distance** - The distance you covered when doing this activity
- ☐ **Type** - the type of exercise - **Endurance (ET), Strength (ST), or Combo**

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.

My OUTREACH TRIP

GENERAL INFORMATION

Dates of the Trip	
-------------------	--

Trip Location	
Start Location	
End Location	
Name of Route	
Group Members	
Total Distance to Paddle	
Total Distance to Portage	
Total Distance to Travel	

PRE-TRIP SELF REFLECTIVE WORKSHEET

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 me 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
Stern a canoe	 That's the back right? 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
Challenges self on portages	 Where is the escalator? I still like to look for the lightest pack I'll take that...and that...and that
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 30 m still seems pretty far to walk... Captain Planet! He's my hero!

PRE-TRIP FITNESS REFLECTION

(DUE NIGHT 1)

1. Experts recommend that youth and teens participate in 60 minutes of physical activity every day. Do you feel you are able to achieve this most days during the school year? If so, what types of activities do you do each day? If not, what are some of the barriers preventing you from being able to participate in this amount of daily physical activity?
2. Experts also recommend that your daily activities include three types of exercises: strength, endurance, and flexibility training. Do you feel that your daily activities achieve this? If so, what type of exercise(s) do you get the most of? Why do you think that is? If not, what type of exercise(s) do you feel you are missing and why?
3. Do you feel that participating in Outreach will allow you to meet these two recommendations? Why do you think this?

LEADER OF THE DAY (LOD)

CHECKLIST AND REFLECTION

Don't forget that everyone will have a turn being the L.O.D. It can be a big help to the leader if you are a good 'follower' (give input when asked, do what they are asking of you). Here are some points to help you on your day to lead.



THE NIGHT BEFORE

- ☐ Read through this entire list. Ask your trip leaders if you have questions or concerns about anything here.
- ☐ Review the route that is planned for tomorrow with your trip leaders.
- ☐ Show the rest of the group the route on the map.
- ☐ Decide on a departure time for the morning and let the group know.
- ☐ Think about how you want the day to go. Do you want to have a theme? Have people dress up? Any special events? This is your chance to make a day what you want it to be.

IN THE MORNING

- ☐ Be the first one out of the tents.
- ☐ Wake everyone up at the agreed time.
- ☐ Check to see if there are any questions about the plan for the day.
- ☐ Decide on the travelling plan for the group (canoe groups, lead and sweep boats).
- ☐ Make up canoe groups. Mix up combinations from the previous few days and try to balance paddling strengths.
- ☐ Remind the group to:
 - apply sunscreen
 - leave their sunhat and rain gear accessible
 - pack everything else in their stuff sacks

THROUGHOUT THE DAY

- ☐ Keep the group motivated – on task and on time.
- ☐ Keep the group physically together. Canoes on the water should always stay close to shore and within talking distance of each other.
- ☐ Check in with everyone in the group frequently (once an hour on the water, at the beginning and end of each portage).
 - Is everyone wearing their hat and reapplying sunscreen?
 - Are people hungry?
 - Do they need to take a break?
 - Is everyone drinking enough?
- ☐ Decide when breaks should be for snacks, lunch and washroom.
- ☐ Decide on a suitable campsite location (among the campsites on the lake that we are booked on for that night).
- ☐ Have fun and be positive!!!

IN THE EVENING

- ☐ Make sure that all group and personal equipment is put away tidily and is secure.
- ☐ Organize gear for the food canoe and ensure it gets put out after dinner.

THE NEXT DAY

On a scale of 1-10 how successful were you at achieving the checklist on your day of leadership? Keep in mind that leading your peers is really hard – practice makes perfect. What would you do differently next time if you were the Leader of the Day?

HERE IS A PAGE FOR ANY LOD NOTES YOU NEED TO MAKE.

Day 1

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location (example "We are in the west arm on the second point of Opeongo Lake")	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE ARE SOME QUESTIONS TO GET YOU STARTED...

What are you most looking forward to about this trip?

How are you feeling about this trip? (excited, nervous, happy, etc.)

PERSONAL REFLECTIONS

DAY 2

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE IS A TASK TO GET YOU STARTED...

Name and briefly describe everyone in your trip group (include staff).

PERSONAL REFLECTIONS

GOAL SETTING

Goals can help you create opportunities to learn and grow throughout life. They give you something tangible to strive for. Setting goals is very important in achieving anything in life. You have quite likely been setting goals for yourself and for groups or teams you have been involved with throughout your life, perhaps without knowing it! Goal setting is a valuable and essential skill in achieving your maximum potential. To help ensure you get the most out of your Outreach trip you will be asked to complete an on-trip goal setting assignment.

Goals can fall into many different categories. In order to make your goals more clear and easier to organize, we can divide them up into four different “types”: physical fitness, trip skills, social, and personal growth.

PHYSICAL FITNESS GOALS

Goals that involve physical activity and require a certain level of fitness in order to complete them. E.g. My goal is to be able to carry a canoe by myself for at least 250 meters without stopping.

TRIP SKILL GOALS

Goals relating to specific trip oriented skills. E.g. My goal is to be able to safely and efficiently light a campfire with a single match.

SOCIAL GOALS

Goals that deal with your interaction with others. E.g. My goal is to learn three interesting facts about each member of my group before the trip is over.

PERSONAL GROWTH GOALS

Goals that pertain to self-development areas such as: self-confidence, self-esteem, independence, initiative, leadership etc. E.g. My goal, for every night of trip is to have my teeth brushed and all of my smelly stuff ready for the food canoe before the LOD asks for it.



GOAL SETTING ASSIGNMENT

(DUE NIGHT 2)

PART 1:

1. Fill in the blank for each part of the acronym SMART:

S - _____ :

Is it clear? Have I explained my goal clearly? Do I understand what I really want to achieve?

M - _____ :

How will I know when I get there?

A - _____ :

Is it possible?

R - _____ :

Will I be able to reach my goal in the time frame available?

T - _____ :

How long do I have to complete the goals

PART 2:

"I will be able to portage a canoe for 500 meters without stopping by day 7 of trip. This should give me enough time to work on my endurance on other portages we will have. I will know I have accomplished this when I don't stop until the mid-way point that my instructors have marked with a pack."

2. Would you consider the above goal to be a good example of a SMART goal? Explain your answer.

My TRIP GOALS

FITNESS GOAL: strength, endurance, flexibility, portaging, paddling, etc.

S -make it more specific	
M -can you measure it?	
A -what steps can you take to make it attainable?	
R -is it realistic for you on this trip?	
T -what is the time frame for completing this goal?	
Full Sentence Write out your goal as a complete sentence that you can share with the group to keep you motivated and accountable.	

TRIP SKILL GOAL: fire lighting, tent or tarp set up, stove lighting, etc.

S -make it more specific	
M -can you measure it?	
A -what steps can you take to make it attainable?	
R -is it realistic for you on this trip?	
T -what is the time frame for completing this goal?	
Full Sentence Write out your goal as a complete sentence that you can share with the group to keep you motivated and accountable.	

SOCIAL GOAL: collaboration, meeting others, contributing to dynamics, etc.

S -make it more specific	
M -can you measure it?	
A -what steps can you take to make it attainable?	
R -is it realistic for you on this trip?	
T -what is the time frame for completing this goal?	
Full Sentence Write out your goal as a complete sentence that you can share with the group to keep you motivated and accountable.	

PERSONAL GROWTH GOAL: independence, leadership, self-esteem, etc.

S -make it more specific	
M -can you measure it?	
A -what steps can you take to make it attainable?	
R -is it realistic for you on this trip?	
T -what is the time frame for completing this goal?	
Full Sentence Write out your goal as a complete sentence that you can share with the group to keep you motivated and accountable.	

Day 3

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE ARE SOME QUESTIONS TO GET YOU STARTED...

Would you rather live in the mountains or in the city, why?

Best advice you've ever received?

PERSONAL REFLECTIONS

Day 4

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE ARE SOME QUESTIONS TO GET YOU STARTED...

What was your first thought when you crawled out of your tent this morning?

What has been the hardest part of the trip so far?

PERSONAL REFLECTIONS

LEARNING SKILLS SELF-ASSESSMENT

★☆☆ Needs Work	★★☆ Doing Well	★★★ Doing Great
RESPONSIBILITY		
☆☆☆ Fulfills responsibilities and commitments of trip (active participant) ☆☆☆ Manages own behaviour (appropriate language/attitude/actions) ☆☆☆ Completes assignments according to time-lines		
ORGANIZATION		
☆☆☆ Follows a plan ☆☆☆ Completes tasks in order of importance/need ☆☆☆ Manages time to complete tasks		
INDEPENDENT WORK		
☆☆☆ Uses time appropriately to complete tasks and meet goals - focus ☆☆☆ Follows instruction well - with minimal supervision		
COLLABORATION		
☆☆☆ Accepts various roles and an equal share of work ☆☆☆ Works with others to resolve conflict ☆☆☆ Builds healthy relationships with peers ☆☆☆ Responds positively toward others		
INITIATIVE		
☆☆☆ Looks for and acts on new opportunities for learning ☆☆☆ Challenges self (physically/socially) ☆☆☆ Positive attitude with new tasks ☆☆☆ Advocates for self and others		
SELF-REGULATION		
☆☆☆ Assesses own strength/needs (water/food/sunscreen/health/safety) ☆☆☆ Seeks clarification/assistance when needed ☆☆☆ Sets goals and monitors progress ☆☆☆ Perseveres and makes an effort		

Day 5

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE ARE SOME QUESTIONS TO GET YOU STARTED...

Is the trip what you expected so far?

What is one new skill you have learned?

PERSONAL REFLECTIONS

REVISED TRIP GOALS

How is each goal going so far? Have things changed since you last looked at your goals? If so write down a new/revised goal for the rest of trip.

PHYSICAL FITNESS GOALS

TRIP SKILL GOALS

SOCIAL GOALS

PERSONAL GROWTH GOALS

Day 6

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE ARE SOME QUESTIONS TO GET YOU STARTED...

Which of your goals have you had the most success with?

Which of your goals have you had the most challenges with?

PERSONAL REFLECTIONS

DECISION MAKING ASSIGNMENT

(DUE DAY 6)

Every single day we make decisions of varying importance. Some may be as small as having Fruit Loops or Rice Krispies for breakfast. Others may be more important such as whether or not to go to university. Some decisions are easy while others seem difficult. For example a choice about peer pressure could affect our happiness or health. It is especially important to make good decisions when working with groups of people. When a choice comes up in your personal life, usually you are the one who reaps the rewards of a good choice, or suffers through the consequences of a bad choice. However, when you are a member of a group there can be more pressure to make the best choices possible when decisions must be made, because more people will be affected.

The following term IDEAL is an easy way to help remember a good method of making choices. By following this sequence of steps, decisions can be made quickly, effectively, and the best solution will usually be acquired.

I.....Identify the problem

D.....Describe & discuss ways to solve the problem

E.....Evaluate each solution

A.....Act on a plan to use the best solution

L.....Learn about your plan and your problem solving process

SCENARIO

You are on a canoe trip with some friends. After completing a year of Outreach you are now the most experienced outdoors-person of the group. It is the end of a long day of canoeing. You and your five friends have managed to make it to your campsite before an oncoming storm has arrived. You have been hearing thunder for the last 30 minutes and you have noticed several flashes of lightning which seem to be getting closer each time. As you are looking out and watching the wind and waves build, you notice another group of canoeists (3 people in 1 canoe) who have capsized approximately 500 metres from shore, directly out from your campsite. It is up to you to decide what to do.

Be sure to use the IDEAL model to help aid you through your decision making. Another useful tool is the following chart which can help simplify your options and make the positive and negative consequences for each decision clearer.

Based on the 'IDEAL' Problem Solving method, the 'I' - Identify the Problem' has already been done for you. Use this chart for the 'D' - Describe and discuss ways to solve the problem', and 'E' - Evaluate each solution'. Describe three possible solutions to the problem, and **consider the potential positive, negative, and interesting results.**

Solution Description	Potential Positive Consequences	Potential Negative Consequences	Interesting Points relating to this Decision
Solution # 1:			
Solution # 2:			
Solution # 3:			

Since this is only an exercise, you do not need to complete the 'A – Act on a plan to use the best solution' portion of the IDEAL problem solving method.

* These questions will help you to complete the "L" – Learn about your plan and decision making process'.

Mark the solution that you would choose to act on with an (*). Why did you choose this solution?

1. What factors were most influential in making your decision?

2. What were some challenges you faced while making your decision?

3. Did the IDEAL model and/or Solution Chart help you make your decision? If YES, how was it helpful? If NO, what other method would have helped?

Day 7

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE ARE SOME QUESTIONS TO GET YOU STARTED...

What are the most important things you've learned from this trip?

If you could have changed one thing about the trip, what would it be and why?

PERSONAL REFLECTIONS

FRIENDLY REMINDER: POST-TRIP FITNESS AND GOAL REFLECTIONS ARE DUE: NIGHT 8

Day 8

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

GUIDED REFLECTIONS

HERE ARE SOME QUESTIONS TO GET YOU STARTED...

Do you feel you are now a more effective leader?

What is one of your fondest memories from this trip?

PERSONAL REFLECTIONS

POST-TRIP FITNESS REFLECTION

(DUE NIGHT 8)

1. Now that you have nearly completed Outreach, do you feel as though you were able to meet not only the 60 min of daily physical activity, but also all three types of exercise (strength, endurance, flexibility) on a daily basis?
2. What type of exercise do you feel you were able to get the most of? What were some activities you did that would be considered this type of exercise?
3. What type of exercise do you feel was done the least? As an LOD, how could you change a typical Outreach day so that this type of exercise could be included?

4. If you look back at your fitness log it is very evident that you have been very active every day for over a week. Do you feel that you have improved your overall level of fitness? If so, how do you feel you have improved? If you feel like you have not improved, why do you think that may be?

5. Do you feel as though you have gained other health related benefits? Please provide some examples.

6. As you return to the "real world" and back to your "everyday life" what are some ways you can keep this healthy living momentum going?

POST-TRIP GOAL REFLECTIONS

(DUE: NIGHT 8)

1. Do you feel you were able to achieve the goals you set out at the beginning of trip? If so, what were some key factors that led to your success? If not, what were some key factors that prevented you from achieving your goals?
2. Which goal did you find to be the most challenging? Why do you feel this way?
3. Would you say that the most challenging goal was also the most rewarding goal? If not, which goal would you say was the most rewarding for you and why?
4. Write a goal for the upcoming school year. Do you feel that your OR experience will help you achieve this goal?

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 Outreach experience is almost complete. For a better comparison, place the original "X" from the pre-trip worksheet 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 me 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

Stern a canoe	
	That's the back right? 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

Challenges self on the portage	
	Where is the escalator? I still like to look for the lightest pack I'll take that...and that...and that

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 30 m still seems pretty far to walk... Captain Planet! He's my hero!

Day 9

TRIP LOG

Today's Date	Total # km paddled	Total # km portaged
--------------	--------------------	---------------------

Departed from (which lake?)	Camping at (which lake?)
Tonight's campsite location	Campsite Rating 1-10 (10=best)

Today's weather
Most challenging part of the day
Most rewarding part of the day

FITNESS LOG

ACTIVITY	TIME	INTENSITY	DISTANCE	TYPE
Canoeing				
Portaging				
Swimming				
Other				

OUTREACH ASSESSMENT PACKAGE

PLEASE INCLUDE FIRST AND LAST NAMES (ON ALL PAGES)									
Summative tasks should be filled out as levels, not percentages.									
Summative	Assignments (20%)								
	Active Living (20%)								
	Healthy Living (15%)								
	Living Skills (15%)								
Final Summative	Wilderness Skills 1 (10%)								
	Wilderness Skills 2 (10%)								
	Trip Journal & Trip Log (5%)								
	Fitness Log/Reflections (5%)								
	Days Absent (incl. Evacuations)								
Learning Skills	Responsibility								
	Organization								
	Independent Work								
	Collaboration								
	Initiative								
	Self-Regulation								
	Skill								
	Strength								
Trip	Attitude								

OUTREACH 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.							
Assignments (20%)							
Navigation							
Knowledge/Understanding <i>Are the answers correct? Do they understand?</i>							
Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Uses proper terminology.</i>							
Nutrition / Hydration							
Knowledge/Understanding <i>Are the answers correct? Are the details accurate? Do they understand?</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. Uses proper terminology.</i>							
Substance Use/ Abuse							
Knowledge/Understanding <i>Are the answers correct? Are the details accurate? Do they understand?</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>							
Goal Setting (On-Trip)							
Knowledge/Understanding <i>Are the details accurate? Do they understand?</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>							
Decision Making (On-Trip)							
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							

OUTREACH ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.								
	Active Living (20%)							
	Participates actively and positively in all aspects of the Outreach course							
	Demonstrates positive, responsible, personal and social behaviour							
	Shows improvement in personal fitness level							
	Participates in fitness program goals							
	Follows all LDSB & Gould Lake safety rules and guidelines							
	Demonstrates and promotes proper use and care of equipment							
	Final Level							
	Healthy Living (15%)							
Makes appropriate nutritional choices based on activity level and nutritional needs								
Makes and promotes healthy choices regarding personal hygiene, hydration, and sun protection.								
Encourages and supports other group members in making healthy and positive choices (regarding lifestyle and relationships with others)								
Demonstrates respect towards others with regards to personal values, beliefs and lifestyle.								
Final Level								

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

OUTREACH 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.									
Living Skills (15%)										
Identifies strengths and areas for improvement through goal setting. Ex: goals are SMART (fitness + goal setting assignments)										
Identifies strengths and areas for improvement through progress tool. Ex: assessment reflects reality										
Seeks guidance to improve learning/development. Ex: in lessons, during activities, in journal, with peers or staff										
Demonstrates improvement in using appropriate coping strategies in challenging situations. Ex: new learning, weather, physical stress, interpersonal conflict										
Demonstrates an improvement in time management and organisational skills. Ex: portages, in-camp, LOD...										
Accepts and acts on feedback Ex: both peer and staff										
Communicates effectively with group members using appropriate tone and language Ex: entire group, cook group, LOD partner, canoe group...										
Actively listens to group members' thoughts and ideas. Ex: during reflection, LOD, camp duties, during activities (trip)										
Expresses ideas and concerns in a clear and constructive manner. Ex: considers big picture /group needs, takes time to consider alternatives.										
Works cooperatively with group members Ex: entire group, cook group, LOD partner, canoe group...										
Demonstrates respect for group members' thoughts, ideas and contributions Ex: polite, no put-downs, honest, supportive										
Participates as a positive and active member of group. Ex: engaged in all activities, keeps a positive attitude										
Supports peers in their learning and development. Ex: engages peers in learning, able to detect and provide feedback										
Plays a positive and active role in solving group challenges. Ex: engages to help solve problems, appropriate decisions based on group needs										
Makes appropriate decisions based on personal physical/emotional state. Ex: proper nutrition, appropriate load on portage, appropriate attire for conditions...										
Final Level										

OUTREACH ASSESSMENT PACKAGE

1 – Limited/Rarely	Students should be evaluated based on their most recent performance or their most consistent performance.								
2 – Some/Moderate									
3 – Considerable/Usually									
4 – Thorough/High Degree									
Wilderness Skills 1 (10%)									
Demonstrates an improvement in the ability to paddle forward and reverse in both bow and stern position									
Demonstrates and improvement in proper draws and prys from both bow and stern									
Performs stern strokes such as the “J” and “Sweep” strokes									
Shows a willingness to Load and unload a canoe properly making sure the boat is not bridged									
Demonstrates proper landing techniques									
Enters and exits the canoe properly (showing an understanding on balance)									
Demonstrates an improvement in proper techniques such as “tee-pee method” when doing a tandem canoe lift									
Demonstrates ability to push personal limits (trying a solo carry and carrying a heavier pack)									
Demonstrates an improvement in the ability to portage packs and makes sure to take appropriate load and weight for their size and weight									
Demonstrates proper portaging etiquette									
Participates fully, returns to help others and takes extra gear									
Final Level									
Wilderness Skills 2 (10%)									
Is aware of location and progress. Demonstrates the ability to identify location, orient map, identify features and follow route									
Completes daily assigned tasks (i.e. cooking, dishes, LOD, etc)									
Involved in properly setting up tents, tarps, flies, bear canoe, and packing/unpacking personal and group gear									
Involved in firewood collection as well as fire building/stove lighting. Follows safety precautions when anywhere near fires/stoves									
Demonstrates an understanding of the use of the bowline, trucker’s hitch and reef knots									
Shows respect for the environment and practices minimum impact waste procedures									
Demonstrates the proper use of different waste disposals (food, dish water, tooth paste, human bathroom waste)									
Final Level									

OUTREACH 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.								
Trip Journal and Trip Log (5%)								
Trip Log								
Knowledge/Understanding <i>Are the answers correct? Are the details accurate?</i>								
Trip Journal								
Thinking/Communication <i>Ideas are organised, well-formed and well-explained.</i>								
Final Level								
Fitness Log and Reflections (5%)								
Fitness Log								
Knowledge/Understanding <i>Are the answers correct? Are the details accurate? Are procedures complete?</i>								
Fitness Reflections								
Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.</i>								
Final Level								

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

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).

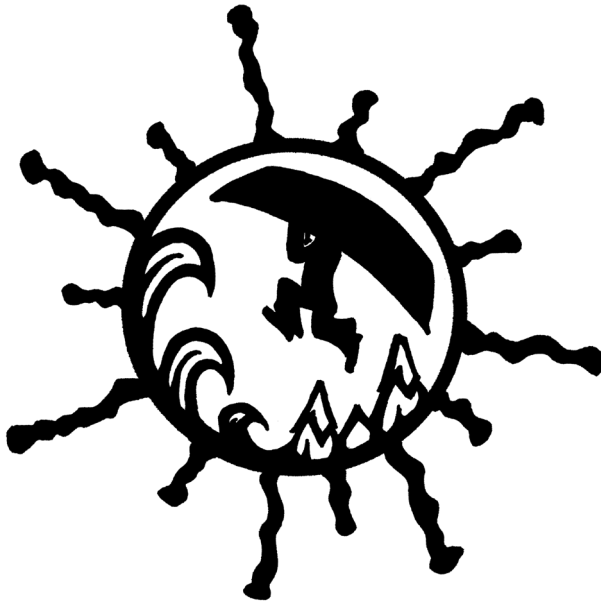
WHAT DOES GOULD LAKE MEAN TO YOU?

This is your opportunity to write about what Gould Lake means to you. Whether you are talking about the friends you have met, the places you have been or the things you have learned, it is all relevant and we want to hear about it! Please take your time and reflect on your Gould Lake experiences.

[illegible]

KEEP IN TOUCH

NAME	CONTACT INFORMATION



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