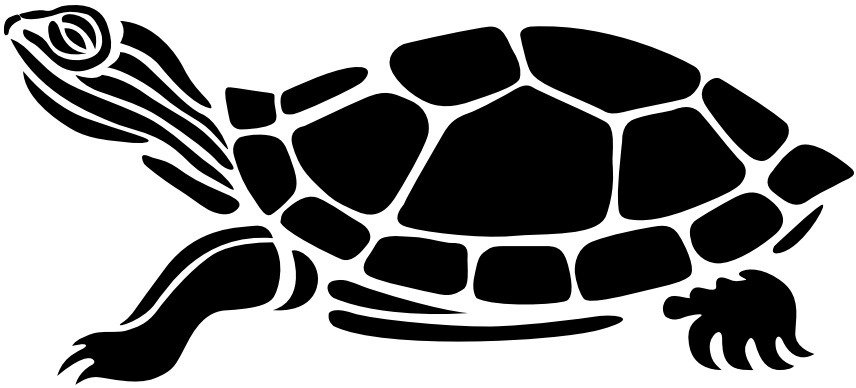
# QUEST

## 2025



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## STUDENT MANUAL

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# Course Description

Welcome to Gould Lake!
We are so excited that you have chosen to join us for this great adventure!

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. You will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. You will participate in activities designed to develop goal-setting, communication, social skills and investigate issues related to healthy relationships.

You will spend 3 days at the Outdoor Centre (Gould Lake) doing a variety of activities. Then you will head out for a 5-day canoe tripping adventure to Frontenac Provincial Park.

You will have the opportunity to take part in daily living tasks such as: cooking meals, fire building, washing dishes, tent set-up, paddling, portaging, as well as being asked to be leaders, and problem solvers.

Upon completion you will receive a half-credit in Grade 9 Health and Physical Education. PAD1O (Part 1)

# Gould Lake Outdoor Centre General Rules & Safety

1. All Gould Lake Outdoor Centre programs and the areas we visit are considered to be an extension of the Limestone District School Board. All students are expected to adhere to all school board related policies (including all safety guidelines, proper personal conduct, and using school-appropriate language only).

2. 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. As well, you are expected to respect other students, the general public, the wilderness area we travel through and all Gould Lake equipment.

3. You **must wear shoes at all times** while at the Outdoor Centre and on trip. Cut feet are a major infection risk, which may jeopardize your opportunity to go on (or stay on) trip.

4. During free time and lunch breaks at the Outdoor Centre, students must stay within the designated boundaries. If someone is discovered missing, an air horn will be blown. Staff will conduct a search while all students gather for a head count.

5. All swimming (both at the Outdoor Centre and on trip) must be supervised by Gould Lake staff and ALL swimmers must be wearing a properly fitted and fully done up personal flotation device (PFD)/lifejacket.

6. Any time you are in a boat (of any kind) you must wear a properly fitted and fully done up PFD/lifejacket.

7. While at the Outdoor Centre, please take all garbage, recycling and compost home with you. The Conservation Area does not have garbage pick-up. Food garbage can also cause animal problems for us and the public.

8. No smoking (including e-cigarettes and vaporizers), alcohol or non-prescribed drug use at any time. 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.

# Things To Remember To Bring To The Outdoor Centre Every Day

- Personal Floatation Device (PFD)
- Prescribed medication if any (i.e., epi-pens, inhalers...)
- 2-4 litres of water or juice
- Running shoes, for fitness activities **(not sandals)**
- Sunscreen and lip-block
- Bug repellent (optional)
- A hat and sunglasses
- A swim suit and towel
- Rain gear and warmer clothes (in case it's cold)
- Lunch & snack food (please ensure all food is peanut and tree nut free)
- This Student Manual

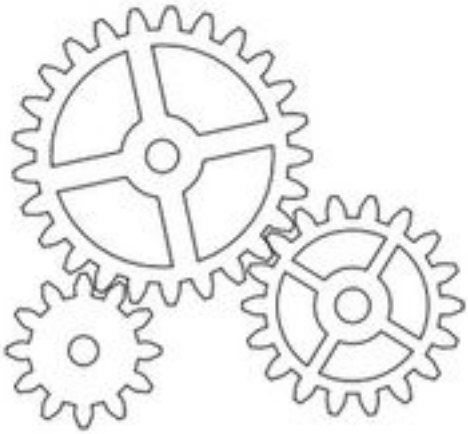
**The Gould Lake Outdoor Centre will provide each student with a paddle and all other equipment required for the days spent at Gould Lake.**

## Remember to have fun...
## Every Day!

# SCHEDULES AND LISTS

**This section contains:**

- ☐ Course Schedule
- ☐ Barn Day Schedule
- ☐ Personal Clothing List
- ☐ Personal Equipment List
- ☐ Gould Lake Outdoor Centre - General Rules and Safety
- ☐ Things to Remember to Bring to Gould Lake Every Day!



# Course Schedule

| Day | What's Up? | Details |
|---|---|---|
| 1 | Barn Day | Welcome to GL, Games, Swim Test, Course Overview, Canoe skills 101, Team Building, Packing list review,<br><br>Bus Pick Up Times: Centennial PS (8:30 am), Elginburg PS (8:45 am) and Loughborough PS (9:00 am)<br>Bus Return Times: Loughborough PS (3:30 pm), Elginburg PS (3:45 pm) and Centennial PS (4:00 pm) |
| 2 | Barn Day | Games, Mini-Trip Rotations (low impact camping, portaging, camp setup, food canoe, trip safety), Announce Groups, More Games, Personal and Group Gear Check, Packing personal gear into canoe packs.<br><br>Bus Pick Up Times: CPS (8:30 am), Elginburg PS (8:45 am) and LPS (9:00 am)<br>Bus Return Times: LPS (3:30 pm), Elginburg PS (3:45 pm) and CPS (4:00 pm)<br><br>*****Info Night Meet & Greet Staff*****<br>**Centennial PS @ 4:00 pm** |
| 3 | Barn Day | Game, Pack for trip, Canoe Skills 102, Goal setting, Fitness Assignment Overview, Self Care<br><br>Bus Pick Up Times: CPS (8:30 am), Elginburg PS (8:45 am) and LPS (9:00 am)<br>Bus Return Times: LPS (3:30 pm), Elginburg PS (3:45 pm) and CPS (4:00 pm) |
| | | |
| 4 | Leave for Trip | Depart CPS (8:30 am), Elginburg PS (8:45am), LPS (9:00 am) |
| 5 | On Trip in Frontenac Park | |
| 6 | | |
| 7 | | |
| 8 | Return from Trip | **Students return to LPS (3:30 pm), Elginburg PS (3:45 pm) and CPS (4:00 pm)** |

# Barn Day Schedule

| | Barn Group 1 | Barn Group 2 |
|---|---|---|
| **DAY 1** | | |
| 9:15 | Welcome to GLOC, Staff/WIC Intro's, GLOC Rules, Quick area tour - | |
| 9:25 | Big Group Game (after game - split into 2 groups for rotations) | |
| 10:00 | Swim Test | Course Overview |
| 10:30 | Course Overview | Swim Test |
| 11:00 | Big Group Game/Hand out Student manuals/T-Shirts | |
| 11:15 | Lunch | |
| 12:00 | Basic Canoe Skills 101: Parts of paddle/canoe, safety, basic strokes, games, canoe over canoe | |
| 2:30 | Packing list Review | |
| 3:05 | Announcements | |
| 3:15 | Buses Depart GLOC | |
| **DAY 2** | | |
| 9:15 | Big Group Game | |
| 9:30 | Mini Trip Rotations - minimum impact camping, portaging, camp setup, trip safety (35-40 mins) | |
| 12:40 | Lunch/Swim | |
| 1:15 | Announce Groups | |
| 1:30 | Get to know you games/Personal and group gear check/Med Checks, pack personal gear into canoe packs | |
| 3:00 | Announcements | |
| 3:15 | Bus Departs GLOC | |
| 4:00 | Staff Meet & Greet at Centennial PS | |
| **DAY 3** | | |
| 9:15 | Big Group Game | |
| 9:30 | Pack for Trip | |
| 12:00 | Lunch | |
| 12:30 | Canoe Skills 102 | Goal Setting and Fitness Assign.<br>Self Care on Trip |
| 1:25 | Goal Setting and Fitness Assign.<br>Self Care on Trip | Canoe Skills 102 |
| 2:20 | Load Bus with Trip Gear | |
| 3:05 | Announcements and Bus Departs GLOC (3:15) | |

# Clothing List For The Frontenac Park Trip

| ☑ | Item | Use/Type |
|---|---|---|
| | Peaked ball cap/Sun hat | To provide shade from sun |
| | Toque | For warmth |
| | Buff &/or bandana | For sun protection |
| | Swim suit | For swimming....in a suit? |
| | 2 pairs of quick-dry shorts | Can be used as swim suits |
| | 2 T-shirts/tank top | At least one t-shirt must cover shoulders 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 & 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 | |
| | 2 sports bras | Optional |

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 Frontenac Park Trip

| ☑ | Item | Use/Type |
|---|---|---|
| | PFD - Personal Flotation Device | Canadian approved - proper fitted with all buckles & straps in working order |
| | Sleeping Bag | Preferably small 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<br>One for your sleeping bag & one 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) sunglasses with UV protection |
| | Toiletries | Tooth paste, tooth brush, 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 clothes line(s) |
| | Menstrual Products | 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 (with alarm), book, playing cards (optional) | Watch is very useful to have on trip!<br>Cameras to capture memories and help us create slide shows. |
| | Glasses &/or contacts | Bring extra pair of glasses/contacts in case of damage |
| | Plastic bag (medium size) | For wet/dirty clothes to be packed in stuff sack (Ex. kitchen garbage bag) |
| | Prescription Medications | Staff will carry all medications (i.e. inhalers, epi-pens, etc.) |
| | Your Student Manual & writing utensil(s) | Please have it in a waterproof bag |

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.

# Gear Check

**Remember you need to get these before packing day!**

- ☐ *Ex. Buy sunscreen, get one more pair of socks*
- ☐
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# 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 DAY ONE

## Welcome to Gould Lake!

### Today you will:

- ☐ Do a swim test
- ☐ Participate in canoeing and team building games.
- ☐ Learn about safety guidelines and what group gear you will be bringing on trip.

# Swim Test

Your swim test will consist of a 50 metre swim without a PFD, tread water for 1 minute without a PFD, demonstrate putting on a PFD in the water, demonstrate a roll entry off the dock, and a 50 metre swim with a PFD. ***

**The following information is not part of the swim test - but it's not bad information to know...**

THE **HELP** POSITION
If you are in a situation where your boat has capsized and there is the possibility of being in the water for a prolonged period of time you should:

- ☐ Stay Calm
- ☐ Stay with the boat!
- ☐ Try to re-board the boat, if possible.

Get into the **"HELP" position**. - **H**eat **E**scape **L**essening **P**osition. Simply keeping your arms close to your body and pulling your legs to your chest places you in the Heat Escape Lessening Position. This position will protect the body's three major areas of heat loss: groin, head/neck and chest/armpits. With two or more people, use the "Huddle Position". According to the Canadian Red Cross, both of these positions can increase a person's survival time by 50%!

**HELP Position**

**HUDDLE Position**

# 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

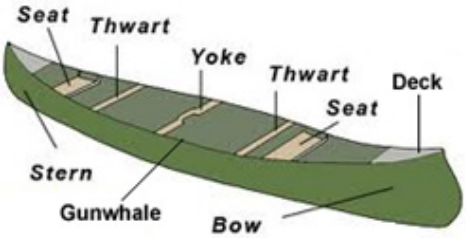
Keeping the canoe flat, reach your body out over the gunwale beside you. Your lower arm should be extended, with the upper arm bent across your chin. Pull your blade towards the boat, moving the boat sideways through the water.

## Pry

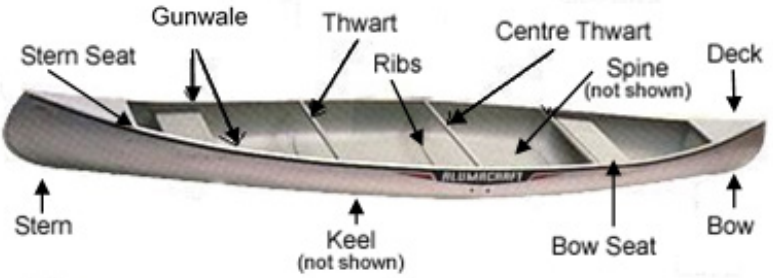
Place the paddle blade directly beside the boat next to your hip. Fully extend the upper arm over the water while pushing water away from the boat with your blade.

# Parts Of The Canoe & Paddle

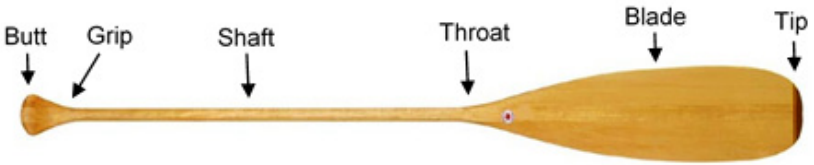
## Acrylonitrile Butadiene Styrene (ABS)




## Aluminum




## Paddle



# Steps For A Canoe-Over-Canoe Rescue

This will be done by your instructors while all other boats are rafted together or sent to shore. You can tell by the photos at the bottom of the page that over the years, this technique has not changed very much except for the addition of PFDs!

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.

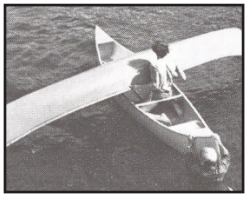
4. Both swimmers should go to the far end of the swamped canoe.

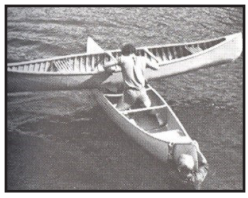
5. The rescuers in the boat should then pull the swamped canoe over the rescue canoe upside down.

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.

8. The two rescuers can then use their canoe to steady the other, allowing the swimmers to climb back in.





# Team Building

**Team Building Activities** are designed to help groups develop effective communication and problem-solving skills. They provide an excellent opportunity for people to work on developing their leadership skills and to "stretch" their personal comfort zones when it comes to working and communicating as a group.

**In order for your group to be successful, it is VITAL that EVERYONE understands and AGREES that each member of the team plays an important part. EVERYONE should feel welcome to PROVIDE IDEAS and be willing to LISTEN to the ideas of others. Only then will your team be able to begin to work and function as an effective unit.**

## Types Of Team Building Activities

**Icebreaker Activities** – used to help people to get to know one another, help people to relax, create a positive group atmosphere. Example: Human Knot, Name Game

**Trust Building Activities** – helps people to develop mutual respect, openness, understanding, as well as help to develop communication and teamwork skills. Example: Mine Field

**Fun Group Activities** – fun way to get a group physically and mentally alert, handy precursor to activities on teamwork and cooperation. Example: Giants, Wizards & Elves, Sword & Stone

**Team Building Activities** – these tend to emphasize group communication, cooperation, patience and problem solving strategies. Every member of a team will have ideas that don't mesh with other members, that doesn't mean they are bad ideas! Every member of a team should have the opportunity to offer input for a successful outcome. Example: Rope Shapes, All Aboard, Nuclear Reactor, Land Skies, Jamaican Bob Sled.

# BARN DAY TWO

**Today you will:**

- ☐ Participate in Mini-Trip rotations. This will be a time to get familiar with the art of 'minimum impact' camping, and wilderness canoe tripping (including: canoeing, portaging, camp setup, and trip safety).
- ☐ Meet your group for the 5 day Frontenac Trip.
- ☐ Staff will also spend time looking at the equipment and clothing you have to bring on trip and make sure you are prepared for the 5-day trip that you will be packing for tomorrow.

# Mini Trip Rotations

These are some of the topics you will learn about during your mini trip rotations

**MINIMUM IMPACT CAMPING**
Left over food, dishes and dishwater, hygiene, human waste management, travel ethics, noise, stoves and fires.

**TRIP SAFETY**
Personal safety, environmental safety, lost/missing person.

**PORTAGING**
Lifts and carries, etiquette

**CAMP SETUP**
Camp duties, Tent setup, Kitchen, Food managment, Food canoe etc.

# Minimum Impact Camping

## Left-Over Food

- ☐ Left-over food from a meal must be either eaten, saved for another meal, or "packed out" of the park with us.
- ☐ Waste food does not burn completely in the fire, and burying food only attracts animals that dig it up, creating a disgusting, rotting mess in the process. It is even worse if it is placed into an outhouse.

## Bathing & Keeping Clean

- ☐ It is important to keep clean on trip. Frequent swims without soap will remove most body oils and grime.
- ☐ Swimming/rinsing is also an effective way to remove any unattached ticks that may be crawling on your body.
- ☐ Getting dirty is inevitable on trip, but smelly clothes (and kids) need to be rinsed. Please!!!

## Teeth Brushing

- ☐ Brush as often on trip as you would at home.
- ☐ Disposal should take place at least 15 metres from any water source.
- ☐ Use the "heel-dig-cathole" or "elephant spray". Each has their inherent disadvantages, but done properly, both are adequate methods of disposing of toothpaste.

## Hands

- ☐ Must be washed after going to the washroom, and before preparing food or partaking in a meal.

## Menstrual Products

- ☐ All students who menstruate should bring supplies on trip regardless of where they are in their cycle. Nature can do weird things to your body (i.e., mixes up your cycle).
- ☐ Our first aid kit does have some extra pads/tampons, but not many.
- ☐ For information regarding environmental ethics and menstrual products, please refer to the "Menstrual Products Disposal, Care and Information" page included in this manual.
- ☐ If there are any concerns or questions please do not hesitate to talk with the Instructors.

## Urinating

- ☐ If available, use the provided outhouses/KYBOs (regardless of how much they smell)
- ☐ If no designated facilities are available, go at least 15 metres from any water source/trails or campsites.
- ☐ Clear Copious Pee-Pee (C2P2) - Clear urine = healthy. Dark/yellow Urine = dehydrated!

## Defecating

- ☐ If available, use the provided outhouses/KYBOs (regardless of how much they smell)
- ☐ If no designated facilities are available, go at least 30 metres from any water source/trails or campsites and dig a "cathole".
- ☐ CATHOLES - a small hole used to dispose of human waste. The size of the hole should be 15 cm squared, and 15 cm deep, and should be covered up after use. Using a cathole of these dimensions, the moisture, warmth and bacteria in the cathole will decompose what you put in it. Trips will carry a "cathole" shovel, but in an emergency, a stick may work just as well. Please ensure the shovel does not touch any human waste.

## Water

- ☐ All of the water we drink or use for cooking while on trip is treated using the water filters or by boiling, this kills viruses, bacteria and protozoans in the water. Our primary water pathogen of concern is *giardia lambia* (a.k.a. Beaver Fever).

## Dishes & Dishwater

- ☐ We use our own dishes on trip to prevent the transmission of germs. Thoroughly rinsing dish soap from dishes also prevents Mung! (Diarrhea and stomach cramps). Pine cones, pine needles and sand act as great natural scrubbies, as most household scrubbies become dangerously dirty after the first few uses, and may cause sickness.
- ☐ 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, 30 metres back from any water source/trails or campsites.

## Travel Ethics (On Land And Water)

- ☐ Use the designated portage trail, and avoid detours that could destroy vegetation, and leave you lost in the woods all by your lonesome!
- ☐ At the beginning and end of each portage, keep gear to one side of the path to enable other groups to come through without having to deal with all of our equipment in the way.
- ☐ Be courteous to other portagers and offer them the right-of-way.
- ☐ Give encouragement to all portagers, in your group or not - people really like to be cheered on and it helps make the portage a bit more gratifying
- ☐ Pick up any garbage on the trail, even if it isn't yours.
- ☐ Please do not use other campsites as lunch spots. There have been issues in the past of people complaining to the park about their sites "being occupied".

## Noise

- ☐ Be considerate of your trip mates and others around you (in camp and on the water) as sound travels well across water, and especially in the dead of night...
- ☐ Foul language is inappropriate and unnecessary on trip.

## Stoves & Fires

- ☐ Instructors will help Cooks prepare food primarily over stoves. Stoves are low-impact.
- ☐ If and when collecting firewood, gather it so you do not leave an area looking unnatural. Always take dead wood from the ground, and gather over a large area, so as to not clean one particular area of all its dead wood. Never break dead branches off of standing trees - this leaves the trees looking ugly and unnatural. If you collect too much wood, scatter it back in the areas from which it was taken.
- ☐ Never burn anything larger than the diameter of your wrist, otherwise large coals are left in the fire-pit and they do not burn down easily.
- ☐ If a campsite has an existing fire pit, use it!
- ☐ All fires should be completely extinguished before going to bed, or leaving your site.

# Canoe Trip Camp Duties...While On Trip!

Staff will help you with all these duties. Duties will be set up in pairs.
Once you start your trip, everyone will be given responsibilities. This will help to organize your group and ensure that everyone gets a chance to learn new skills.

**Leader Of The Day (LOD)** – as the trip leader you help with everything! There are many things that you will need to collaborate with staff about. These may include:

- ☐ Get organized the evening before (Familiarize yourself with the day's route)
- ☐ Get everyone up in the morning
- ☐ Decide on a departure time for the morning
- ☐ Tell the group the plans of the day
- ☐ Get everyone organized for duties of the day
- ☐ Pick canoe groups
- ☐ Be the lead canoe and assign a sweep canoe
- ☐ Decide on a lunch spot, break locations, and find designated campsite
- ☐ Stick to a time frame as much as possible
- ☐ Have fun and be positive!

### Cooks

- ☐ Get water boiling
- ☐ Arrange food for lunch at breakfast
- ☐ Prepare meals you are responsible for

### Dishwashers

- ☐ Get water boiling
- ☐ Wash and rinse group pots, pans and utensils
- ☐ Wash and rinse cups, bowls, and spoons
- ☐ Strain and properly dispose of the dishwater

### Food Canoe

- ☐ After supper, start loading all food into 1 or 2 barrels
- ☐ Ask for everyone's personal toothbrushes and toothpaste, or absolutely anything that could attract animals
- ☐ Put the food canoe out before dark
- ☐ Make sure it is tied to shore and anchored (get staff to check knots

### Campsite Manager

- ☐ Ensure campsite is being kept clean and organized
- ☐ Find a good place for the group fly to go
- ☐ Double check campsite, lunch/break spots, and portages before leaving (no water bottle shall be left behind!)

### Water

- ☐ Collect drinking water for the group
- ☐ keep up filling the gravity bags
- ☐ Make sure everyone in your group has at least 2 full water bottles before going to bed.

# Portaging: 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.

Safely lifting the canoe:

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.

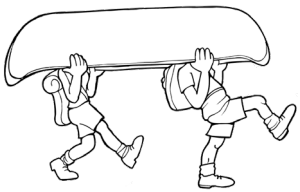
## Solo Portaging

1. Roll up one end of the canoe so that you are standing with your hands on the gunwales above your head (this is called 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 him or her 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!).



# Trip Safety

The most important part of a canoe trip is **SAFETY**! Our goal is to teach you how to safely travel and live in the wilderness. We also hope to help you develop life survival skills, such as good judgment and self-care.

When participating in outdoor-based activities, it is not possible (and usually not desirable) to completely eliminate all risk. Instead, it is important to learn how to **identify risks** and develop **preventable measures** that we can take that will help us **limit** the amount of exposure to these risks.

For example, when portaging, there will always be the risk of someone rolling an ankle. However, by wearing sturdy trip shoes with good ankle support and by watching where we are going, we can limit the likelihood of this kind of injury from happening.

The following pages will outline some general personal and environmental safety considerations as well as some additional risks that we need to keep in mind when traveling in the outdoors.

By being aware of these risks, and by understanding some of the preventable measures that we can take, we can do our best to limit these from occurring or how they affect us.

# Trip Safety Guidelines

## Personal Safety

- ☐ Shoes – shoes must be worn at all times.
- ☐ Swimming – Must be supervised by two staff with NL certification.
- ☐ Personal Flotation Device (PFD) – must fit properly, be completely done up and be worn at all times while in a canoe.
- ☐ Whistle – everyone must have two, one attached to your PFD and one on you
- ☐ Portaging – use the buddy system, have a sweep, wear proper shoes.
- ☐ Tent set up – tents must be set up away from hazards (widow-makers, cliffs, large trees and big roots).
- ☐ Try and avoid placing your tent in low laying ground (in case it rains and pools)
- ☐ Jack Knives – are not allowed on trip or at the barn.

## Environmental Safety

- ☐ Always wear sunscreen and a hat. If you get a sunburn on your neck, arms, or legs, try and cover those areas from the sun the next day.
- ☐ Bug bites – bring insect repellent or wear long sleeved clothes to protect yourself.
- ☐ Do a full body tick check at least TWICE a day. It is recommended that you check in the morning (check your sleeping bag too), and then again BEFORE you get into your sleeping bag for the night.
- ☐ Animal Proofing – NO food in the tents, all smelly items must go in the food canoe or park provided storage boxes (if available) at night.
- ☐ Learn how to identify harmful plants (poison ivy, poisonous parsnip etc) and try your best to avoid them. If you discover you have travelled through some, talk to your instructors. They will most likely ask you to use a pot of soapy water to rinse the potentially affected areas of your body. Dispose of the water in the same way as dishwater (30 metres from any water source). If contact with poisonous parsnip is suspected it is strongly recommended that after washing, the affected parts of the body are covered up from the sun.

## Thunderstorms And Lightning Safety

Remember, if you can hear thunder, you are within range of the storm.

The **"30/30 Rule"** – If you hear thunder within 30 seconds of seeing the lightning then you should seek cover. You should then wait at least 30 minutes after the last lightning flash or thunder to resume normal activity – this is the all clear signal.

## Lightning Safety Guidelines

Find a low spot away from tall trees (make sure the place you pick is not subject to flooding).

If you are in the woods take shelter under the shorter trees.

Get into the "Crouch Position".

1. Squat low to the ground
2. Stand on the balls of your feet.
3. Place your hands on your knees with your head between them.
4. Make yourself the smallest target possible, and minimize your contact to the ground.

If the crouch position is too difficult or tiring, you can also sit cross-legged in a ball on a PFD or another form of insulation.

**And remember, if you are boating or swimming and you see lightning or hear thunder, get to land and find shelter IMMEDIATELY!**

## 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

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

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

**Observe** – Try to figure out direction, what is the weather doing? What time of day is it? Is there anything that might make the situation worse with time? ie. changes in weather/temperature.

**Plan** – Stay where you are, but plan what to do next. Start calling for help and blowing your whistle 3 times - make sure to leave space in between each call and set of three whistle blasts to listen for people calling back.

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.**

# BARN DAY THREE

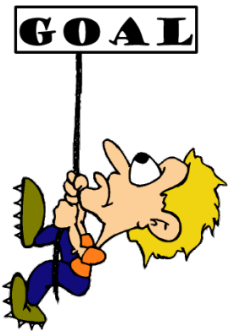
**Today you will:**

- ☐ Pack packs and load gear for your 5-day canoe trip to Frontenac P.P.
- ☐ Practice Canoe Skills
- ☐ Discuss Goal Setting, Fitness, and Self Care.

# Goal Setting

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

Goals are not easy things to create!




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

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

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

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

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

**Specific**: Is it clear?
- ☐ Clarify exactly what it is that you want to be able to do.

**Measurable**: How will you know when you get there?
- ☐ Goals need to be made in small steps – so you know whether there has been a change.

**Attainable**: Is it possible?
- ☐ Must be a goal that can be accomplished and is within your abilities and control.
- ☐ Must be personally owned and not imposed by others.

**Realistic**: Is it probable or likely?
- ☐ Goals must not be too easy or you lose interest in them.
- ☐ Goals must not be too hard or you become discouraged and give up.

**Time Frame**: What are the time-lines?
- ☐ Using time-lines give a sense of organization and promotes commitment to the goal

# Goal Setting

An important step in setting goals is to first determine where you are starting from and how close you already are to achieving those goals. Please use the following organizers to help you narrow down the area that you will focus on for creating both your physical and social/emotional goals.

## Organizing Our Goals:

### Physical Goals Organizer

| Fill in the blank after each statement with either: **Never, A Little, or A Lot** |
|---|
| I have gone canoeing. _____<br>I have gone camping. _____<br>I have done a portage before. _____<br>I like doing activities that are physically challenging. _____<br>I have set up a tent before. _____<br>I like learning how to tie knots. _____<br>I like to cook at home. _____<br>I find it easy to follow a map. _____ |

### Social / Emotional Goals Organizer

| Fill in the blank after each statement with either: **Rarely, Sometimes, Usually, or Always** |
|---|
| I am good at making (& keeping) friends. _____<br>I like to try new things. _____<br>I like to share my ideas. _____<br>I ask for help when I need it. _____<br>I encourage others. _____<br>I am good at team work. _____<br>I can follow directions easily. _____<br>I know my strengths and weaknesses._____<br>I enjoy challenging situations. _____ |

Now that we have a good sense of where we are starting from and the areas that we can try and improve on, we can move on to creating our S.M.A.R.T. physical and social/emotional goals for our trip.

# Setting S.M.A.R.T. Goals

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

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

*For example:* I would like to be able to stern a canoe in a straight line for 50m by Day 3 of the canoe trip.

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

**Physical Goal:**

_____
_____
_____
_____
_____
_____

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

**Social/Emotional Goal:**

_____
_____
_____
_____
_____
_____

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

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

# Self Care

## Self Care And Hygiene

Self care and personal hygiene are important all of the time, but are especially important while on trip. **If you don't take care of yourself it is very hard to take care of others.** The following is a list of some of the more critical elements of self care and hygiene that must be maintained while tripping.

- ☐ 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.
- ☐ Swimming - Regular swimming is an important part of trip. Not only is it a great way to have fun and cool off, but it is also the only way we can give our bodies a good rinse.
- ☐ Sharing – do not share water bottles, utensils, lip balm etc.
- ☐ Dishes – wash thoroughly with soap and rinse in boiled water. Dishes should be done after every meal!
- ☐ Food – due to the energy and activity required on trip, eating regular meals is very important.
- ☐ Weather Protection – hat, sunglasses and sunscreen are essential.
- ☐ Zero Tolerance – for smoking, alcohol, drugs and bullying.
- ☐ Do your daily tick checks (try to do them at least TWICE a day)
- ☐ Wounds - left untreated, small cuts can cause big problems if they become infected (especially cuts on hands and feet). Be sure to let someone know if you injure yourself so they can help you monitor and treat injuries.
- ☐ Talk to someone if you are experiencing any emotional/physical stress or discomfort.
- ☐ **Don't take unnecessary risks, watch where you are putting your feet, take portages slow, ask for a buddy when lifting canoes and packs/barrels (you don't need to be a hero!)**

# TRIP JOURNAL

# Welcome To Your
# Trip Log, Journal And Fitness Log

A **Trip Log** is a documented record of each outdoor expedition. It allows the writer to remember details such as distance travelled, portaged, the timing of the day and more. This is a great way to summarize the "bare bones" of the trip. This record of information is also required by organizations to obtain skill certifications (ex. ORCKA).

A **Trip Journal** is a personal reflection on the many different experiences that one has on their trip. It can take different forms including guided questions or open ended writing. It allows the writer to reflect on their own personal impact of the trip.

A **Fitness Log** is a reflection on the writer's personal fitness level over the course of the trip. It will allow the individual to record and track their different levels of physical fitness over the trip and compare the results to see improvements in physical fitness.

Please take the time and put in effort to keep an accurate and up to date trip log, journal and fitness log. It should show personal insight and reflection throughout. These will be great tools to look back on and use as resources in the future.

# 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 over 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, or high
- ☐ Distance - The distance you covered when doing this activity
- ☐ Type - The type of exercise –endurance (ET), strength (ST), or combo?

### Pre-Trip Questionnaire

1. Experts recommend that youth and teens participate in 60 mins 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 suggest that the ideal exercise program combines strength training, aerobic exercise, and stretching. Do you feel that you are able to achieve this? If so, highlight some of the activities you do each day and indicate what type of exercise it is. If not, what type of exercise(s) do you feel you are missing? Why do you think this is?

3. Do you feel that participating in Quest/GAP will allow you to meet the recommended guidelines for both duration and variety of daily physical activity?

# Day 1

## Trip Log

| Today's Date | Total # KM Paddled | Total # KM Portaged |
|---|---|---|
| Departed from (Lake/Campsite #) | Camping at (Lake/Campsite #) | |

## Question Of The Day

1. Draw a map of your campsite. Be sure to make it detailed and include key features of a map (title, legend, date, compass rose, and scale).

## Trip Journal

The part of trip I am most excited for is….

The goal I feel will be the most rewarding for me to accomplish will be….
Because….

# Reflections

## Daily Fitness Log

| Activity | Time | Intensity | Distance | Type |
|---|---|---|---|---|
| Canoeing | | | | |
| Portaging | | | | |
| Swimming | | | | |
| Hiking | | | | |
| Other | | | | |

# Day 2

## Trip Log

| Today's Date | Total # KM Paddled | Total # KM Portaged |
|---|---|---|
| | | |

| Departed from (Lake/Campsite #) | Camping at (Lake/Campsite #) |
|---|---|
| | |

## Question Of The Day

1. Please label the canoe using the terms provided.

| | | |
|---|---|---|
| Bow Deck | Bow Seat | Thwart |
| Centre Thwart | Stern Seat | Stern Deck |

## Trip Journal

The coolest thing I saw today was...

The most challenging part of the day was....

# Reflections

## Daily Fitness Log

| Activity | Time | Intensity | Distance | Type |
|---|---|---|---|---|
| Canoeing | | | | |
| Portaging | | | | |
| Swimming | | | | |
| Hiking | | | | |
| Other | | | | |

# Day 3

## Trip Log

| Today's Date | Total # KM Paddled | Total # KM Portaged |
|---|---|---|
| Departed from (Lake/Campsite #) | Camping at (Lake/Campsite #) | |

## Question Of The Day

1. If the person in the stern does the following stroke…please draw an arrow indicting which way the boat will travel.

Pry

Draw

J-Stroke

## Trip Journal

I have achieved these goals...

To help me achieve the rest of my goals I can...

# Reflections

## Daily Fitness Log

| Activity | Time | Intensity | Distance | Type |
|---|---|---|---|---|
| Canoeing | | | | |
| Portaging | | | | |
| Swimming | | | | |
| Hiking | | | | |
| Other | | | | |

# Day 4

## Trip Log

| Today's Date | Total # KM Paddled | Total # KM Portaged |
|---|---|---|
| Departed from (Lake/Campsite #) | Camping at (Lake/Campsite #) | |

## Questions Of The Day

1. The most important part of a canoe trip is _____

2. When participating in outdoor-based activities, it is not possible (and usually not desirable) to completely _____ all risk. Instead, it is important to learn how to _____ risks and develop preventable measures that we can take that will help us _____ the amount of exposure to these risks.

3. If you hear thunder within _____of seeing the lightning then you should seek cover.

4. You should wait at least _____ after the last lightning flash or thunder to resume normal activity.

## Trip Journal

The most challenging part of this trip so far has been…

The most rewarding part of this trip so far has been…

# Reflections

## Daily Fitness Log

| Activity | Time | Intensity | Distance | Type |
|---|---|---|---|---|
| Canoeing | | | | |
| Portaging | | | | |
| Swimming | | | | |
| Hiking | | | | |
| Other | | | | |

# My Goal Summary

Take a few minutes and reflect on the goals you made at the start of the trip and how they went.

Do you feel you were successful at reaching your goals? Why or why not?

Which goal did you find to be the most challenging? Why?

Which goal did you find to be the most rewarding? Why?

# My Fitness Results

Add up all of your fitness results from your trip days and come up with a total for the distance and time for paddling, portaging, swimming and hiking.

Paddling distance _____ km
Paddling time _____hrs.
Portaging distance _____ km
Portaging time _____hrs.
Swimming time _____ hrs.
Hiking distance _____ km
Hiking time _____ hrs.

## Final Fitness Self-Assessment And Reflection|

1. Now that you have completed Quest/GAP, do you feel as though you were able to meet the 60 min of daily physical activity a day? Did you incorporate all types of fitness? (endurance, strength, combo)

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. How can you continue to be physically active and meet the 60 mins of daily physical activity at home?

4. How can you encourage your family or friends to be physically active with you in a fun way?

# Day 5

## Trip Log

| Today's Date | Total # KM Paddled | Total # KM Portaged |
|---|---|---|
| Departed from (Lake/Campsite #) | Camping at (Lake/Campsite #) | |

## Questions Of The Day

1. Name **THREE** things that you should consider when choosing an appropriate campsite and explain why these are important.

2. Why is it important that we do our best to **minimize the impact** that we have on the areas we travel in?

## Trip Journal

Three new skills that I learned on this trip are…

Three new things I learned about myself are…

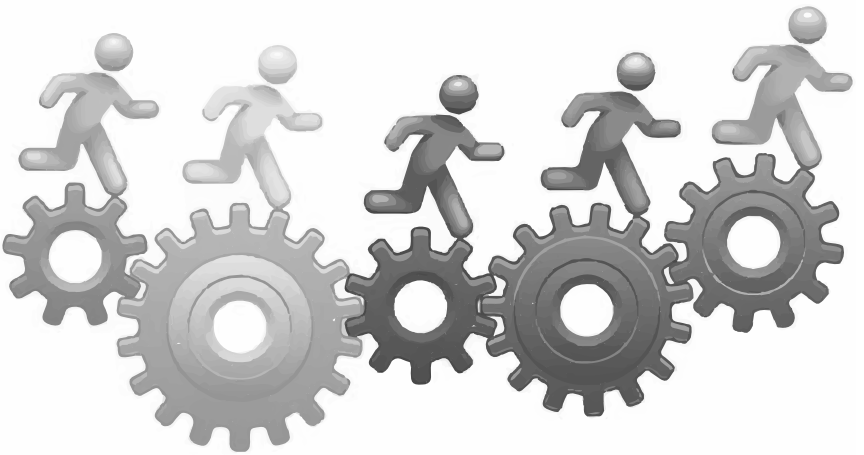
This experience was _____ than I was expecting.

# Reflections

## Daily Fitness Log

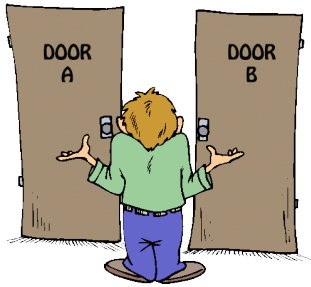
| Activity | Time | Intensity | Distance | Type |
|---|---|---|---|---|
| Canoeing | | | | |
| Portaging | | | | |
| Swimming | | | | |
| Hiking | | | | |
| Other | | | | |

# GROUP ACTIVITY



# Decision Making

Every single day we make decisions of varying importance. Some may be as small as what cereal to eat 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. 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.

**I**dentify the problem (task)
**D**escribe & discuss ways to solve the problem
**E**valuate each solution – rank on a scale 1 – 10
**A**ct on a plan to use the best solution
**L**earn about your plan

By following this logical order, most decisions can be made quickly, effectively, and the best solution will usually be acquired.

# Using A Consensus To Make A Decision

Consensus assumes that a decision will not be made without the approval of every member of the group. Often this requires that each member is willing to compromise and accept the final decision.

It is common for people to take on different roles when trying to make a group decision. These roles could include: **facilitator** (team captain), **time keeper** (keeps everyone on track), '**vibe watch**' (peace maker), **note taker** (writes down decisions made) and **devil's advocate** (sees the other side for the sake of debate or to explore the thought further).

Some suggestions on consensus:

- ☐ Problems are best solved when the individuals accept responsibility for both hearing and being heard.
- ☐ Members should avoid arguing in order to win as individuals.
- ☐ Conflict of ideas, and solutions should be viewed as helping. Meaningful conflict should not be "smoothed out" prematurely and can in fact help the group come to the best decision.

Final decisions may be decided simply by using the…

**Thumbs Up**
(agree)

**Thumbs Down**
(disagree)

**Thumbs Middle or closed fist**
(unsure)

# Dealing With Peer Pressure

Peers influence your life, even if you don't realize it, just by spending time with you. You learn from them, and they learn from you. It's only human nature to listen to and learn from other people in your age group.

Peers can have a positive influence on each other. Maybe another student in your science class taught you an easy way to remember the planets in the solar system, or someone on the soccer team taught you a cool trick with the ball. You might admire a friend who is always a good sport and try to be more like him or her. Maybe you got excited about your new favorite book, and now everyone's reading it. These are examples of **positive peer pressure**, how peers positively influence each other every day.

Sometimes peers influence each other in negative ways. For example, a few kids in school might try to get you to skip class with them, your soccer friend might try to convince you to be mean to another player and never pass them the ball, or a kid in the neighborhood might want you to shoplift with them. These are all examples of **negative peer pressure**.

### Why Do People Give In To Negative Peer Pressure?

Some kids give in to negative peer pressure because they want to be liked, to fit in, or because they worry that other kids may make fun of them if they don't go along with the group. Others may go along because they are curious to try something new that others are doing. The idea that "everyone's doing it" may influence some kids to leave their better judgment, or their common sense, behind.

### How To Walk Away From Negative Peer Pressure

It is tough to be the only one who says "no" to negative peer pressure, but you can do it. Paying attention to your own feelings and beliefs about what is right and wrong can help you know the right thing to do. Inner strength and self-confidence can help you stand firm, walk away, and resist doing something when you know better.

It can really help to have at least one other peer, or friend, who is willing to say "no" too. This takes a lot of the power out of the negative peer pressure and makes it much easier to resist. It's great to have friends with values similar to yours who will back you up when you don't want to do something.

You've probably had a parent or teacher advise you to "choose your friends wisely." Peer pressure is a big reason why they say this. If you choose friends who don't use drugs, cut class, smoke cigarettes, or lie to their parents, then you probably won't do these things either, even if other kids do. Try to help a friend who's having trouble resisting negative peer pressure. It can be powerful for one friend to join another by simply saying, "I'm with you - let's go".

Even if you're faced with negative peer pressure while you're alone, there are still things you can do. You can simply stay away from peers who pressure you to do stuff you know is wrong. You can tell them "no" and walk away. Better yet, find other more positive friends and classmates to interact with.

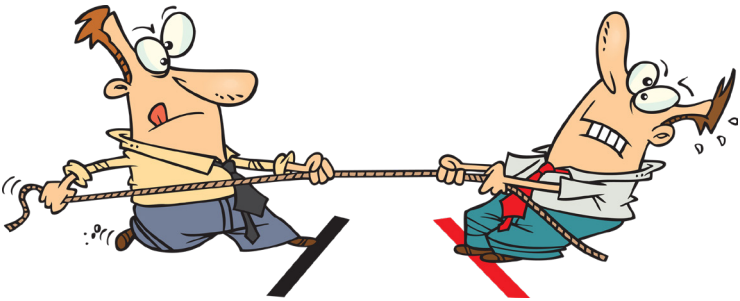
If you continue to face negative peer pressure and you're finding it difficult to handle, talk to someone you trust. Don't feel guilty if you have made a mistake or two.

# Conflict

Part of working together as a group is understanding how to deal with conflicts, how to develop relationships and how to make decisions and goals for yourself and the group as a whole.

## What Is Conflict?

Conflict can be defined as: *Any disagreement, struggle or fight within yourself or with others.*



## 3 Conflict Levels

Conflicts can be organized into three different levels based on severity.

**1. Minor**: Small everyday decisions

*Example: Sam wants mac & cheese for supper but Pete wants spaghetti. What will it be?*

**2. Chronic**: Problems that are ongoing or repeat without change.

*Example: Every night Alice reads late without considering her tent mates who are trying to sleep.*

**3. Major**: Problems that may have major consequences and are dangerous.

*Example: Jimmy refuses to wear shoes on the portage.*

## Internal Conflict

Is when you struggle within yourself deciding what to do. No one is putting demands on you. For example: You want to go watch the school basketball game, but know you should study for a test.

## External Conflict

Is conflict with other people. It is a normal part of life and relationships. On any given day, you may want, need, or believe one thing while someone else in your life wants, needs or believes something entirely different. When each of you digs in your heels, you are smack in the middle of a conflict.

Positive aspects of conflict:

- ☐ It can lead to positive changes.
- ☐ It can lead to new points of view.
- ☐ It can lead to a greater commitment to what you value.

When do conflicts need resolution?

- ☐ Safety or values are at stake.
- ☐ When dealing with the problem is better than the risk of continued conflict.
- ☐ When you can't get around it, however, it can be dealt with safely.

# Conflict Resolution

*~ working through a problem to find a solution that everyone can live with ~*

## Tips To Resolving Conflict

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

| The Three C's! | The Three R's! |
|---|---|
| **COMMITMENT**<br>To Finding An Answer | **RESPECT**<br>Showing You Value<br>Yourself And Others |
| **COOPERATION**<br>Working Together For A<br>Common Benefit | **RIGHTS**<br>Not Violating The<br>Basic Rights Of Others |
| **COMPROMISE**<br>Being Flexible<br>Each Person Giving A Little | **RESPONSIBILITY**<br>For Your Actions,<br>Don't Blame Others |

# Group Decision Making Activity

## Your Task

In your group of four, read the following scenario and come up with a list of 8 items you will bring. Be sure your group comes to a consensus before finalizing your choices (ie. All members of your group must agree on the final choice of items)

## The Scenario

You are a crew member of a small cargo plane that has crash landed close to the North Pole. Your last charted position placed some 200 km south of Santa's Village. You are off course, therefore there is no hope of rescue. You must travel to the nearest point of civilization (Santa's Village). Your task is to decide which items you need to take in order to survive the journey. However, there are 22 items and the group (4 members) can only take 8.

Season: Winter!!

| | | | |
|---|---|---|---|
| | First–aid kit | | Star chart of area |
| | Compass | | Canteen |
| | Inflatable life raft | | Food rations |
| | Flare pistol and 3 flares | | One case of pop |
| | Matches | | Fish line and hooks |
| | One case of soya milk | | Extra parkas |
| | 3 dozen chocolate bars | | Snowshoes |
| | Tent | | Sleeping bags |
| | Radio receiver (no transmitter) | | Knife |
| | Knapsack | | Blankets |
| | Bag of salt | | Hatchet |

Use the next page to help explain your (or your group's) rationale for choosing each of the items. Remember, there is no "right or wrong" answer, but you do need to communicate an explanation for your choices.

# Rationale For Decisions

| Item | Reason For Choosing |
| --- | --- |
| | |
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| | |

# Decision Making Summary Questions

1. Are you happy with the final list of items that your group decided to bring? What would you change and why?

2. What method(s) did your group use to come to a final decision?

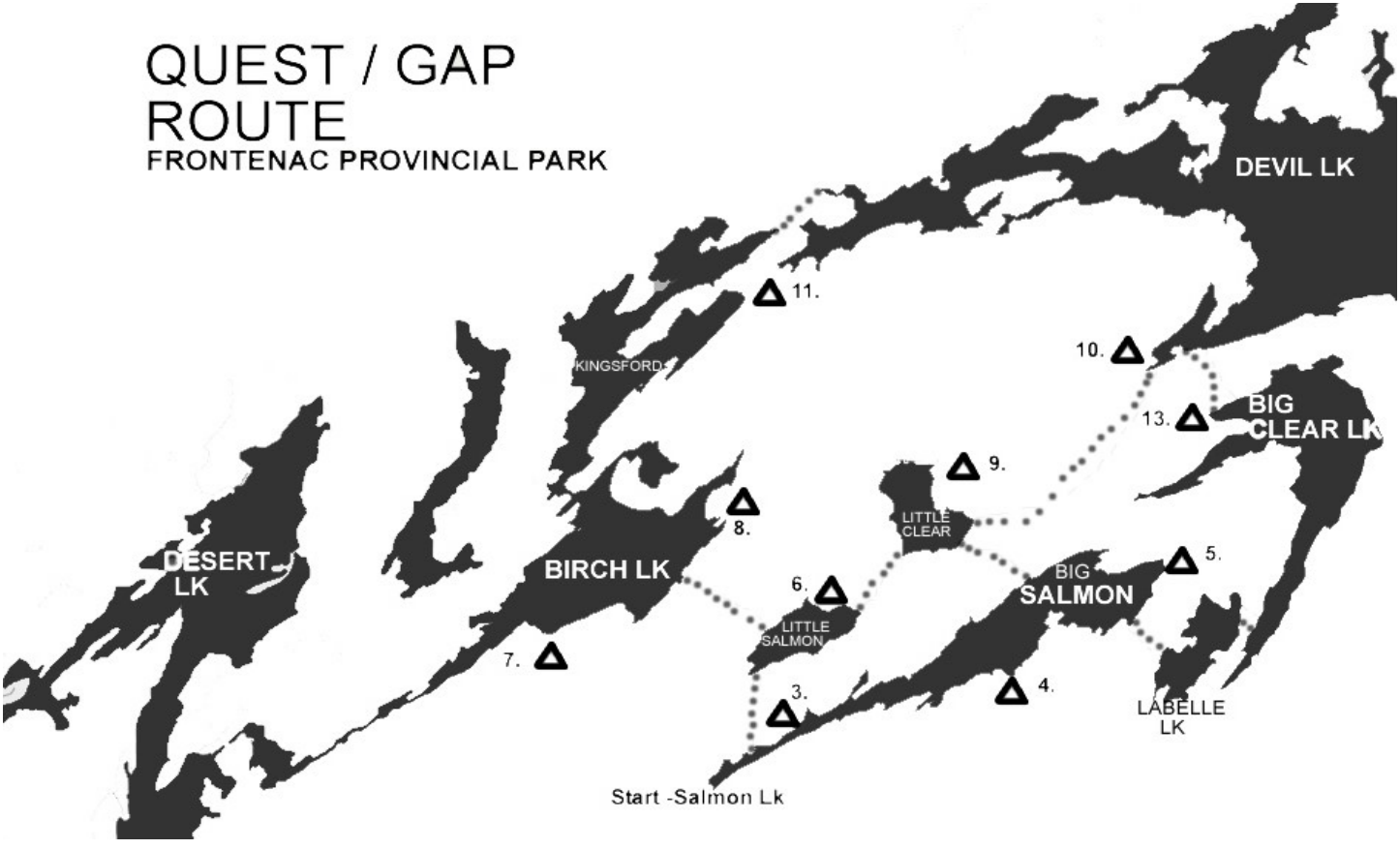
3. Did your group encounter any conflicts while trying to make a final decision? Describe some of these conflicts.

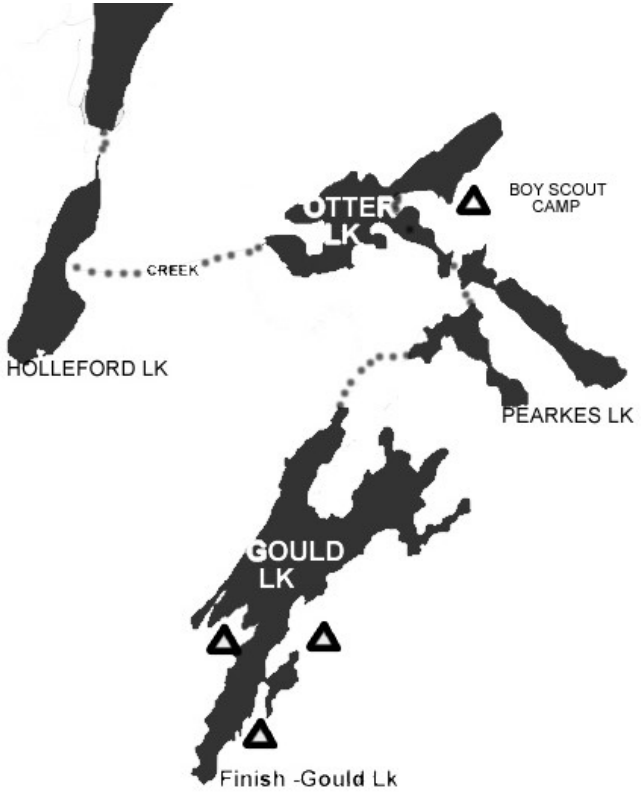
4. Can you identify any factors that may have led to the conflicts?

5. How did your group get past these conflicts?

6. Can you think of any way that these conflicts could have been avoided (or could be avoided next time)?

# TRIP RESOURCES


QUEST / GAP
ROUTE
FRONTENAC PROVINCIAL PARK
DEVIL LK
11.
KINGSFORD
10.
13.
BIG
CLEAR LK
9.
LITTLE
CLEAR
8.
DESERT
LK
BIRCH LK
6.
5.
BIG
SALMON
LITTLE
SALMON
7.
3.
4.
LABELLE
LK
Start -Salmon Lk




## PORTAGE DISTANCES

| | |
|---|---|
| BIG SALMON TO LITTLE SALMON | 974m |
| LITTLE SALMON TO BIRCH | 1138m |
| BIG SALMON TO LITTLE CLEAR | 923m |
| BIG SALMON TO LABELLE | 491m |
| LABELLE TO BIG CLEAR | 190m |
| BIG CLEAR TO DEVIL | 898m |
| DEVIL TO KINGSFORD | 761m |
| LITTLE CLEAR TO DEVIL | 2052m |
| DESERT TO HOLLEFORD | 20m |
| OTTER TO PEARKES | 200m |
| PEARKES TO GOULD | 800m |

FINAL PORTAGE DISTANCE _____

FINAL PADDLING DISTANCE _____

△ CAMPSITE

•••• PORTAGE

[_____] SCALE = 1km

# My Additional S.M.A.R.T. Goals

Type of Goal: _____

My Goal Statement: _____
_____
_____
_____
_____
_____

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

# Canoe Trip Camp Duties Schedule

| Day | Trip Leaders | Food Canoe | Cooks | Dishes | Campsite Managers |
|---|---|---|---|---|---|
| 1 | | | | | |
| | | | | | |
| | | | | | |
| 2 | | | | | |
| | | | | | |
| | | | | | |
| 3 | | | | | |
| | | | | | |
| | | | | | |
| 4 | | | | | |
| | | | | | |
| | | | | | |
| 5 | | | | | |
| | | | | | |
| | | | | | |

# Trip Menu Options

| Breakfasts | |
|---|---|
| Granola | Fresh Fruit |
| Oatmeal | Dried Fruit |
| **Lunches** | |
| Bagels/Sandwiches | Jam |
| Meat & Cheese | Hot Dogs (last day at barn) |
| SunButter | |
| **Dinners** | |
| Spaghetti | Mac & Cheese |
| Pita Quesadillas | Burritos |
| **Snacks** | |
| Carrots | Apples |
| Oranges | GORP (trail mix) |

# Quest / GAP Assessment Package 2025

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

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# Quest / GAP Assessment Package 2025

| 1 – Limited<br>2 – Some/Moderate<br>3 – Considerable<br>4 – Thorough/High Degree<br><br>Students should be evaluated based on their most recent performance or their most consistent performance. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Fitness/Trip Log and Journal (10%)*** | | | | | | | | | | | |
| **Fitness Log (5%)**<br>**(Including: Pre-Trip Questionnaire, Daily Log, Fitness Results and Final Reflection)** | | | | | | | | | | | |
| **Knowledge/Understanding**<br>*Are the answers correct? Are the details accurate? Are procedures complete? Do they understand?* | | | | | | | | | | | |
| **Thinking/Communication**<br>*Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.* | | | | | | | | | | | |
| **Journal and Trip Log (5%)**<br>**(Including: Questions of the Day, Trip Journal Questions, and Reflections and Trip Log)** | | | | | | | | | | | |
| **Knowledge/Understanding**<br>*Are the answers correct? Are the details accurate? Are procedures complete? Do they understand?* | | | | | | | | | | | |
| **Thinking/Communication**<br>*Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.* | | | | | | | | | | | |
| **Final Level** | | | | | | | | | | | |

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

# Quest / GAP Assessment Package 2025

| 1 – Rarely…<br>2 – Sometimes…<br>3 – Usually…<br>4 – Consistently… | Students should be evaluated based on their most recent performance or their most consistent performance. | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Active Living (20%)*** | | | | | | | |
| Demonstrates active participation in outdoor and group wilderness activities **Ex. consistently gets involved, occasionally needs coaxing, is on time and prepared** | | | | | | | |
| Demonstrates positive, responsible personal and social behaviour **Ex. consistently cooperates and shows a good attitude** | | | | | | | |
| Demonstrates proper use and care of equipment including canoes, paddles, packs, tents, stoves **Ex. no horse play in tents, loads & unloads packs with care, looks after own paddle** | | | | | | | |
| **Final Level** | | | | | | | |
| ***Healthy Living (20%)*** | | | | | | | |
| Follows all LDSB & Gould Lake safety rules and guidelines Ex. follows rules with limited reminders, shows a willingness to accept structure and constant supervision | | | | | | | |
| Demonstrates behaviour that minimizes risk to themselves and others Ex. keeps PFD on & done up, refrains from horse play around kitchen area and danger zones, swims with a buddy, takes appropriate load and breaks on portages when needed, asks for help lifting canoes etc | | | | | | | |
| Makes healthy choices Ex. eating properly, getting proper sleep at night, stays clean by regularly swimming and brushing teeth, drinks plenty of water, wears appropriate footwear, and consistently wears a hat, sunglasses, uses sun protection, wears rain gear when appropriate etc | | | | | | | |
| **Final Level** | | | | | | | |

DRAFT

# Quest / GAP Assessment Package 2025

| 1 – Rarely…<br>2 – Sometimes…<br>3 – Usually…<br>4 – Consistently… | Students should be evaluated based on their most recent performance or their most consistent performance. | | | | | | |
|---|---|---|---|---|---|---|---|
| | ***Living Skills (20%)*** | | | | | | |
| Identifies strengths and areas for improvement though goal setting **Ex: goals are SMART - fitness + goal setting assignments** | | | | | | | |
| Demonstrates appropriate coping strategies in challenging situations **Ex: new learning, weather, physical stress, interpersonal conflict…** | | | | | | | |
| Demonstrates effective time management and organizational skills **Ex: portages, in-camp, LOD, journal assignments** | | | | | | | |
| Accepts and acts on feedback **Ex: both peer and staff and tries to incorporate feedback when completing the task/skill again** | | | | | | | |
| 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 group activities on trip** | | | | | | | |
| 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** | | | | | | | |
| **Final Level** | | | | | | | |

DRAFT

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

# Quest / GAP Assessment Package 2025

| 1 – Rarely…<br>2 – Sometimes…<br>3 – Usually…<br>4 – Consistently… | Students should be evaluated based on their most recent performance or their most consistent performance. | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Wilderness Skills 1 (15%)*** | | | | | | | |
| Demonstrates improvement in their ability to paddle the canoe from the bow position (improves forward, reverse, draw & pry stroke technique and consistency) | | | | | | | |
| Demonstrates improvement in their ability to paddle the canoe from the stern position. | | | | | | | |
| Demonstrates improvement in their ability to portage boats and/or packs. | | | | | | | |
| Participates fully on portages (Ex. helps load packs/boats for others, takes fair share, returns for extra packs and gear etc.) | | | | | | | |
| Demonstrates improvement in navigation skills (Ex ability to orient a topographical map and use its features (legend, scale) to follow a set out route, shows awareness of direction and progress on map) | | | | | | | |
| **Final Level** | | | | | | | |
| ***Wilderness Skills 2 (15%)*** | | | | | | | |
| Shows respect for the environment and practices minimum impact procedures. | | | | | | | |
| Demonstrates the proper use of different waste disposals (food, dishwater, toothpaste, human bathroom waste). | | | | | | | |
| Demonstrates improvement in their ability to properly set up/take down tents and actively helps the group set up and take down tents. | | | | | | | |
| Demonstrates improvement in their ability to pack and unpack personal and group gear with minimal assistance. | | | | | | | |
| Demonstrates the ability and awareness to effectively manage or help manage a clean and organized campsite | | | | | | | |
| Willingly participates in all camp duties (Ex cook, wash dishes, food canoe setup) and shows improvement in ability to complete camp duties. | | | | | | | |
| **Final Level** | | | | | | | |

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# Keep In Touch

| Name | Contact Information |
| --- | --- |
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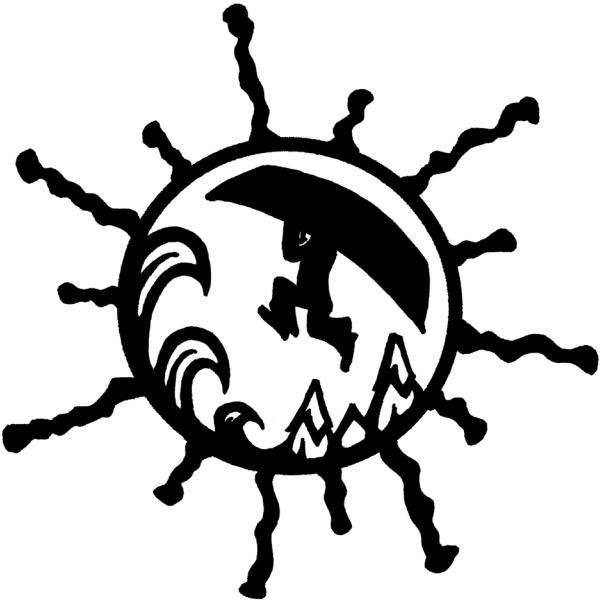
# DIY T-Shirt

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.



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