

KAYAK INSTRUCTOR COURSE

2023



STUDENT MANUAL

TABLE OF CONTENTS

SCHEDULES AND LISTS (WHITE)

Course Outline / Trip Tasks / KIC Roles And Responsibilities	4
Course Schedule / Barn Day Schedule / General Notes	6
Clothing, Gear Lists, Assigned Gear, Food Lists	9
Assessments (GPP3O and GPP3OC)	13

WILDERNESS SKILLS AND LESSON RESOURCES (PINK)

Sea Kayaking	22
Wind and Waves/Weather/Safe Boating	28
ORCKA	42
Equipment Care/Maintenance	44
How to Pack a Kayak / Kayak Paddles	53
Navigation	55
Knots	64

LEADERSHIP, TEACHING AND GROUP DYNAMICS LESSON RESOURCES (YELLOW)

Expedition Behaviour / Teamwork	68
Communication / Feedback	73
Conflict Resolution	77
Stress Management	80
Developing Judgment	87
Teaching	96
Group Development	102
Leadership	105
Time Control Plans (TCP) Info / Anticosti Map	109

GPP3O ASSIGNMENTS (WHITE)

Pre-Trip Reflection / Post Trip Reflection	114
Leadership Self-Assessment	118
Resume Builder/Resume	124

GPP3O Co-Op ASSIGNMENTS (NATURAL)

Goal Setting	130
TCPs	135
Interview	145
LOD Self Assessment/Reflections	149
Lessons	153

TRIP LOG AND DAILY REFLECTIONS (GREEN)

Daily Reflective Questions	168
KIC Summary Trip Log / Wanna work at GL? / ORCKA Prereq's	201
Keep in Touch / DIY T-Shirt / What GL Means to Me	204

SCHEDULES AND LISTS

THIS SECTION CONTAINS:

- ☐ Course Outline and Trip Tasks
- ☐ Roles and Responsibilities
- ☐ Course Schedule
- ☐ Barn Days Schedule
- ☐ General Notes
- ☐ Personal Clothing List
- ☐ Personal Gear List
- ☐ Assigned Group Equipment
- ☐ Assessments (Drafts)



COURSE OUTLINE & TRIP TASKS

PRE-TRIP

Complete the following BEFORE the first day of your KIC trip (this can include travel days)

- ☐ Read the Roles & Responsibilities of a KIC
- ☐ Job Application Assignment (Cover letter and Resume)
- ☐ Prepare for your Theory Lesson (bring all materials on trip with you)
- ☐ Pre-Trip Reflection
- ☐ Goal Setting Assignment
- ☐ Pre-Trip Fitness Questionnaire

DURING TRIP

Complete the following DURING your KIC trip:

- ☐ Three Independent Lessons (Lesson Plan & Delivery)
- ☐ Lesson #1: Personal Choice!
- ☐ Lesson #2: Theory Lesson
- ☐ Lesson #3: Practical Lesson
- ☐ Leadership Self Assessment
- ☐ Three TCP Plans
- ☐ LOD Reflection
- ☐ Mock interview with your instructors
- ☐ Daily Trip Log & Reflections

POST-TRIP

Complete the following NEAR THE END of your KIC trip:

- ☐ Re-visit Leadership Skills Assessment
- ☐ Re-visit Goal Setting/Goal Setting Reflections
- ☐ Final Trip Reflection

KIC ROLES AND RESPONSIBILITIES

ROLES

Group Member: You are an important part of this team. Your personal strengths, opinions, values, and lifestyle choices makes you who you are; and because of this you play an intricate role in adding to the overall dynamic of the group. It is essential that you recognize this and always respect yourself and those around you. This includes but is not limited to: the right for everyone in the group to work and live in a safe environment free of judgment, discrimination and harassment. This also includes the right to privacy and confidentiality. On trip there will be many group discussions that may include some very personal topics. Please respect the opinion of others and show respect by keeping any information confidential if it is requested.

Role Model: As a member of a group of experienced trippers, you are expected to act as a positive role model for your peers each and every day of trip.

Leader of the Day: You will be given at least three opportunities to act as the “leader of the day”. Your instructors will provide you with all of the information you will need in order to be successful. Including how to properly fill out and follow a Time Control Plan.

Instructor: As previously mentioned, you will be required to teach a series of formal and informal lessons to your peers.

Assessor: Instructors will ask you for your input (or they should) about observing other students during tasks and lessons and about how to make and provide plans to help them get better at those tasks.

INSTRUCTORS

Instructors are here to help! Talk to instructors regularly about your progress and ask questions to become a better leader and outdoor professional. Take the initiative to set up a meeting with you instructors before trip to talk about expectations, both yours and theirs.

LESSONS

On your KIC trip you are responsible for planning and delivering THREE group lessons independently (one personal choice, one theory and one skill/practical lesson). All lessons will be conducted on trip. Each lesson needs to have a completed lesson plan and reflection.

COURSE SCHEDULE 2023

DAY	DATE/ LOCATION	DETAILS
1	July 27 Barn	Welcome! Day 1: Water-Based Swim test, wet-exits, kayak skills, rescues etc Bus Pick Up 8:30AM - Return 4:00PM (Centennial PS)
2	July 28 Barn	Day 2: Land-Based Route review, group gear check (tents, filters, stoves), personal gear check, med forms, food check (if time) Bus Pick Up 8:30AM - Return 4:00PM (Centennial PS)
3	July 29 Barn	Day 3: Packing Day Load trip gear, pack food, pack kayaks, load kayaks Lesson on Lessons (time pending) Expedition behaviour (time pending) Bus Pick Up 8:30AM Return 4:00PM (Centennial PS)
4	July 30	Day Off
5	July 31 Drive	Depart Centennial PS @ 7:00AM Travel to Rimouski – load ferry, depart 9:30PM
6	Aug 1 Ferry	Arrive Port Menier – 8:00PM camp overnight in town of Port Menier
7-31	Aug 22 - Aug 26	Paddling!
32-33	Aug 28 Return From Trip	Leave Port Menier Aug 27 (3:15PM) Arrive in Rimouski Aug 28 (11:30AM) Return to Centennial PS Aug 28 (approx 11:00PM – will call parents closer to arrival time)

Please note that the ferry schedule can vary. It is recommended that parents refer to the Gould Lake website for updates on the end of trip bus arrival times.

BARN DAY SCHEDULE

DAY 1: WATER-BASED	
9:15	Welcome - Intros
9:30	Group activity
9:45	Swim test and wet exits
10:15	Intro to kayaks (parts, skirts, paddle, foot pedal adjustment/rudders)
10:30	Kayaking 101: lifting/carrying, enter/exits, basic mobility (forward, stopping, reverse, sweep/turning strokes, landings)
12:00	Lunch (30 mins)
12:30	Kayaking 102: Review basics, bracing, sculling, Rescues: towing, peer (kayak over kayak), assisted roll rescue, unassisted re-entry, unassisted roll rescue (demo) Tidy up (by 2:40)
2:45	Group check in (med checks)
3:10	Announcements/briefing for next day
3:20	Bus departs Gould Lake
DAY 2: LAND-BASED	
9:15	Welcome back! - Group activity
9:30	Food (check, sort, pack)
11:30	Route review
12:00	Lunch (30 mins)
12:30	Gear check (personal)
1:30	Group gear check: tents, thelmas, stoves, filters Group check in (course expectations, lesson check)
3:10	Announcements/briefing for next day
3:20	Bus departs Gould Lake
DAY 3: LAND-BASED	
9:15	Welcome back again! - Group activity
9:30	Packing!!!
12:00	Lunch (30 mins)
12:30	Finish packing (if needed), load truck and trailer
2:30	Lesson on Lessons
3:00	Expedition behaviour Announcements/briefing for next day
3:20	Bus departs Gould Lake

GENERAL NOTES

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

- ☐ Personal floatation device (PFD)
- ☐ Prescribed medication if any (i.e., epi-pens, inhalers...)
- ☐ 2 litres of water
- ☐ Running shoes, for fitness activities (not sandals)
- ☐ Sunscreen and lip-block
- ☐ Bug repellent (optional)
- ☐ Hat and sunglasses
- ☐ Swimsuit and towel
- ☐ Rain gear and warmer clothes (in case it's cold)
- ☐ Lunch - all your garbage goes home with you!
- ☐ This Trip Manual

KIC PACKING NOTES


- ☐ The following pages will provide you with a clothing and gear list. Considering that space is fairly limited, please try your best not to stray too far away from the suggested quantities. If there are any concerns please talk with the instructors.
- ☐ It is best to have several small bags, rather than one larger one. Generally, you will have a lap bag (provided by GL) for gear that needs to be readily accessible during the day, a bag of upper body clothes and a bag of lower body clothes. A good way to pack is to use sleeping bag covers and several heavy-duty garbage bags. Sealine dry bags are also okay; just remember to keep them small (20L or less)
- ☐ **DO NOT BRING:** Any alcohol, cigarettes, e-cigarettes (including vaporizers) or any other non-prescribed drugs- you will be evacuated from the course at **YOUR OWN** expense. This is very costly, since it will require a last minute flight from Port Menier as well as staff time to accompany you, Yikes!

CLOTHING LIST

✓	ITEM	USE/TYPE
	Peaked ball cap/Sun hat	To provide shade from sun
	Toque	For warmth- NO cotton
	Rain Hat	I.e. Yellow Fisherperson's
	Buff and/or bandanna	For sun protection
	Swim suit	We recommend students opt for durable and functional swimsuits or swim shorts/swim shirt sets.
	2 Pairs of quick-dry shorts	Can be used as swim suits
	3 T-shirts/tank top	One t-shirt must have short sleeves for sun protection
	Long pants (RAD- rapid-air dry)	NO jeans or jogging pants (not needed if you have wind pants to go over long underwear)
	Fleece pants	Not necessary but a nice luxury
	2 Long underwear tops & bottoms	Wool or polypropylene- No cotton
	2 Long sleeve fleeces or wool sweaters	Must be large enough to fit over long underwear top
	Fleece vest or down vest (optional)	Not essential, but is nice to have
	Bug Jacket	This comes in handy
	Rain Jacket & Pants	Must be reliable, good quality & large enough to fit over layers
	1 pair "trip" shoes (aka "wet" shoes)	Must be sturdy, closed toed footwear that have good ankle support. These shoes will be worn during the day (when traveling/ portaging); these will get wet. (i.e. running shoes or hiking shoes/boots) Water shoes and sandals are not acceptable "trip" shoes.
	1 pair "In-camp" shoes (aka "dry" shoes)	These will be worn in & around camp. Breathable shoes or sandals with secure top & heel straps are acceptable. Absolutely NO flip-flops
	1 pair neoprene booties	Optional
	4-6 pairs of wool socks	No cotton
	4-6 pairs of underwear	Avoid cotton if possible.
	1 pair of mitts or gloves & 1 pair of paddling gloves	Paddling Gloves- neoprene or dish washing gloves
	Wet suit/ dry pants	At least a "farmer john" (full legs, no arms). Ideally dry pants
	1 paddling jacket	Or any other nylon jacket

GEAR LIST

☑	ITEM	USE/TYPE
	PFD (Personal Flotation Device)	Canadian approved PFDs must have an Underwriters Laboratories of Canada (ULC) maple leaf label on the inside of the jacket. Shorter PFDs are preferable as they do not interfere with a spray skirt when kayaking. More information in the Parent Handbook.
	Sleeping Bag	Preferably smallish when packed. Good to minus 10C is a must!
	4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
	Thermarest or insulate pad	Insulate pads may be borrowed from GL. Please try to avoid Thermarests or pads that do not roll up into a small cylinder
	4-5 Small dry bags	5L/10L bags are great, 20L bags are satisfactory, 30L bags not allowed
	Big Bag	I.e. hockey bags, mesh bags, IKEA shopping bags, etc. These are used to carry all your smaller bags in
	Small day pack	One that can fold up small. Used for hiking trips on the island
	Extra Ziploc bags & sturdy garbage bags	At least 5 of each
	2 (1 Litre) water bottle(s) with Carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic (BPA-free).
	Cup, bowl, spoon	Sturdy Tupperware bowl with lid (i.e. "short" Nalgene containers with screw-top lid) *high quality*
	Insulated bottle (Ex. Thermos)	If you have one, please bring it. The group needs ~8 for trip
	Pocket knife or multi-tool	No blades great than 4" will be permitted. Must have locking blade
	2 lighters and/or box of matches	Make sure they are in a waterproof bag (i.e. Ziploc)
	1 Whistle	Attached to your pack
	A big sponge	For removing excess water from kayaks
	Headlamp (GREAT) or flashlight (OK)	With extra batteries
	Insect repellent	Spray-on or rub-on (NO aerosols)
	Toiletries	Toothpaste, toothbrush, hand sanitizer, and comb and/or brush
	Baby powder and/or Gold Bond	To help your skin stay dry
	Sunscreen, lip block, sunglasses	20-30 UVB/UVA (broad spectrum) Sunglasses with UV protection

	ITEM	USE/TYPE
	Nylon Cord	~3m in length & diameter of a shoelace. Used for making clothes line(s)
	Toilet Paper	Two rolls in a zip-lock bag
	Tampons or pads	Please bring even if you're not expecting your period on trip. Should include the appropriate disposal materials (aluminum foil squares, opaque bag or jar). Bring extra.
	Camera, watch (with alarm), book(s), playing cards, games	Watch is very useful to have on trip! Cameras help us create slideshows, but ensure that your camera is in a waterproof bag/container.
	Glasses and/or contacts	Bring extra pair of glasses/contacts in case of damage
	Prescription Drugs, inhalers, epi-pens	Please bring 2 sets of required medications. Students will keep 1 set & staff will keep other set safe in case 1 is lost or spoiled. Please bring an extra week of prescribed medication (just in case)
	First Aid supplies	For personal reoccurring injuries/conditions (i.e. athletic tape, Tylenol, yeast infection medication, eye care, etc.)
	Your KIC Manual & writing utensils	Make sure manual is kept in a waterproof bag
	Personal Journal	For personal journal entries (optional)
	Props for lessons	Whatever you need to teach your lesson and make it interesting
	Something Silly to wear	This will impress & surprise everyone 😊
	Energy/Granola Bars/GORP	This is your snack for trip. This could be a reasonable quantity of GORP (~100g per day) or energy/granola bars (1-2 bars per day). Please ensure all items are nut-free.
	Juice Crystals (optional)	A reasonable amount (no more than ~1L per day)
	Change of clothes	For the bus ride home
	Music	For the bus rides
	Soap & shampoo	For the end of trip. A bottle of camp suds works well
	Multi-vitamins	Enough for one per day
	Money	For meals on the bus rides and ferry. Groceries can be purchased in Rimouksi and Port Menier to help cut the cost of the meals on the ferry.

ASSIGNED GROUP EQUIPMENT

You will be responsible for packing the following group gear each day.

EQUIPMENT	LOCATION IN BOAT

KIC GPP30 ASSESSMENT PACKAGE

PLEASE INCLUDE FIRST AND LAST NAMES
(ON ALL PAGES)

Summative tasks should be filled out as levels,
not percentages.

Summative

Leadership (30%)

Outdoor Knowledge and Skills (20%)

Pre-Trip Reflection (5%)

Post-Trip Reflection (5%)

Resume (10%)

Final Summative

Journal and Trip Log (20%)

Leadership Self Assessment (10%)

Days Absent (incl. Evacuations)

Learning Skills

Responsibility

Organization

Independent Work

Collaboration

Initiative

Self-Regulation

KIC GPP30 ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree									
Students should be evaluated based on their most recent performance or their most consistent performance.									
Leadership (30%)									
Leadership									
Demonstrates an ability to take responsibility for carrying out group tasks									
Demonstrates an ability to apply the leadership style for a given situation									
Communicates effectively and positively with the group in varied situations									
Manages time effectively									
Recognizes, minimizes, and positively resolves any conflicts									
Listens to ideas of others									
Decisions reflect concern for self and group safety and well-being									
Considers alternatives and seeks input when making decisions									
Facilitation									
Demonstrates an understanding of time-related constraints, deadlines, goals, and expectations									
Demonstrates punctuality and preparedness									
Demonstrates an ability to coordinate a detailed plan for a wilderness trip									
Demonstrates an ability to promote participation in wilderness tripping activities									
Well-Being									
Encourages and supports other group members									
Demonstrates willingness to assist peers in achieving their goals									
Role models appropriate behaviours									
Makes and promotes healthy choices regarding healthy eating and physical activity									
Follows and promotes all LDSB & Gould Lake safety rules and guidelines									
Conscious of group safety									
Appropriate clothing and equipment is worn/used in all activities									
Final Level									

KIC GPP30 ASSESSMENT PACKAGE

<p>1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>							
Outdoor Knowledge and Skills (20%)							
Demonstrates ability to efficiently maneuver kayak using a variety of appropriate paddle strokes							
Demonstrates ability to safely and efficiently perform self and assisted rescues.							
Demonstrates ability to safely and efficiently pack a kayak.							
Demonstrates an understanding of waves and how to safely travel in wavy conditions							
Demonstrates an understanding of weather and uses knowledge and understanding to accurately interpret and predict weather conditions							
Demonstrates an understanding of stoves and water filters through safe use, proper maintenance, cleaning, and trouble-shooting.							
Demonstrates an understanding of navigation through proper use of maps/charts/compasses/GPS							
Demonstrates practical knowledge and understanding of knots (variety of knots being used in a variety of situations)							
Demonstrates an understanding of conflict resolution and is able to apply strategies to help deal with group conflict							
Demonstrates an understanding of stress management and uses appropriate strategies when dealing with stressful situations							
Demonstrates sound judgement when making decisions and/or helping the group come to a decision							
Demonstrates an understanding of group dynamics and group development							
Demonstrates an understanding of risk management							
Demonstrates ability to plan and create well-balanced, nutritious, and appetizing meals while maintaining a clean and organized cooking space.							
Final Level							

KIC GPP30 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/Work Book								
Pre Trip Reflections (5%)								
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>								
Post Trip Reflections (5%)								
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>								
Resume (10%)								
Knowledge/Understanding <i>Are the details accurate? Are procedures complete? Do they understand?</i>								
Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Uses proper terminology.</i>								
Journal and Trip Log (20%)								
Trip Log								
Knowledge/Understanding <i>Are the answers correct? Are the details accurate?</i>								
Journal								
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								
Leadership Self Assessment (10%)								
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>								

KIC GPP30 CO-OP ASSESSMENT PACKAGE

PLEASE INCLUDE FIRST AND LAST NAMES (ON ALL PAGES) All criteria should be filled out as levels, not percentages.								
Summative	Leader of the Day (LOD) (30%)							
	Goal Setting and Reflections (10%)							
	Time Control Plans (TCP) (10%)							
	LOD Self Assessment and Reflection (10%)							
	Interview and Reflection (10%)							
Final Summative	Lesson Preparation and Planning (10%)							
	Lesson Delivery (20%)							
Learning Skills	Days Absent (incl. Evacuations)							
	Responsibility							
	Organization							
	Independent Work							
	Collaboration							
	Initiative							
	Self-Regulation							
	Skill							
	Strength							
	Trip	Attitude						

KIC GPP30 CO-OP 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.							
Leader of the Day (30%)							
Demonstrates awareness and responsibility for group safety/welfare by making appropriate leadership decisions.							
Demonstrates concern for and awareness of group and individual physical and emotional state. Makes frequent inquiries into individual well-being. Makes appropriate leadership decisions based on this information.							
Plans ahead. Demonstrates preparedness regarding the day's route. Exhibits understanding of challenges that may be faced and prepares the group accordingly.							
Facilitates initiation and completion of required tasks. Motivates group to complete tasks and travel efficiently.							
Coordinates, collaborates and communicates with LOD partner(s) throughout entire day							
Demonstrates a strong vocal presence when required.							
Communicates with the group and individuals by using appropriate leadership styles based on the situation.							
Maintains a strong and positive leadership presence throughout entire day. Demonstrates consistent awareness of and attention to leadership responsibilities throughout entire day.							
Completes all leadership duties as determined by the group.							
Completes an accurate and detailed Time Control Plan							
Final Level							

KIC GPP30 CO-OP ASSESSMENT PACKAGE

1 – Rarely...								
2 – Sometimes...								
3 – Usually...								
4 – Consistently...								
<p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>								
Assignments/Workbook								
Goal Setting and Reflections (10%)								
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. Uses proper terminology.</i>								
Time Control Plans (10%)								
Knowledge/Understanding <i>Are the details accurate? Are procedures complete? Do they understand?</i>								
Thinking/Communication <i>Ideas are organised, well-formed and well-explained. Uses proper terminology.</i>								
Leadership Self Assessment and Relection (10%)								
Knowledge/Understanding <i>Are the details accurate? Are procedures complete? 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>								
Interview and Reflection (10%)								
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>								

KIC GPP30 CO-OP ASSESSMENT PACKAGE

<p>1 – Rarely...</p> <p>2 – Sometimes...</p> <p>3 – Usually...</p> <p>4 – Consistently...</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>							
Lesson Preparation and Planning (10%)							
Prepared materials, equipment and audience prior to lesson							
Creates and follows a lesson plan that is organized and contains sufficient details							
Demonstrates an understanding of the concept and importance of implementing the Universal Design for Learning and incorporates this into their lesson plan.							
Lesson Delivery (20%)							
Demonstrates an understanding of the concepts, facts, and/or issues of the topic							
Presents information in a sequence that demonstrates planning and organization							
Uses appropriate presentation skills (voice, eye contact, professionalism, variety of delivery)							
Uses visual aids and demonstrations with effectiveness and/or appropriateness							
Engages the audience							
Provides time/opportunity for questions and effectively answers questions.							
Provides and follows a lesson plan that is organized, contains sufficient details							
Understands the concept and importance of implementing the Universal Design for Learning and incorporates this into their lesson plan and delivery							
Final Level							

WILDERNESS SKILLS AND LESSON RESOURCES

THIS SECTION CONTAINS:

- ☐ Sea Kayaking (mechanics and strokes)
- ☐ Wind and Waves
- ☐ Tides
- ☐ Weather
- ☐ Safe Boating
- ☐ ORCA
- ☐ Stoves and Water Filter Care and Maintenance
- ☐ Packing Kayaks
- ☐ Navigation
- ☐ Knots



SEA KAYAKING

MECHANICS AND STROKES

By Alex Matthews –Sea Kayaking Rough Waters

THE THREE GOLDEN RULES

1. Use Co-operative Division of the Body
2. Maintain the Power Position
3. Rotate Your Torso

USE CO-OPERATIVE DIVISION OF THE BODY

The co-operative division of the body refers to the notion of letting your upper and lower body work co-operatively yet independently from each other. For example, your upper body may be actively driving your kayak forward, while your lower body is holding your boat on edge. Similarly, your boat may rock from edge to edge in rough water while your upper body stays upright. This co-operative division of work is essential to edging, bracing, rolling and all other advanced paddling techniques.

MAINTAIN THE POWER POSITION

Sea kayaking in rough conditions exposes a paddler to the powerful forces of moving water, and unfortunately injuries can occur. The most common injuries are relatively minor ones like blisters or tendinitis, but shoulder dislocation is a serious injury that is unfortunately all too common. One of the best ways to prevent shoulder injury is to maintain the “power position” with your arms. The power position simply involves keeping your hands in front of your body. Another way to think of it is that your arms, chest and paddle form a box when you hold your paddle in front of you, and you should maintain this box when taking any type of stroke. This doesn’t mean that you can’t reach to the back of your boat to take a stroke. But it does mean that in order to do so, you’ll need to rotate your whole upper body so that your hands stay in front of you. This act of rotating the upper body is fittingly referred to as torso rotation. Not only does this keep your shoulders safe, but it lets you harness the most power for your strokes.

ROTATE YOUR TORSO

Your paddle strokes should use much more than just your arm and shoulder muscles. You need to use the power of your whole upper body. Torso rotation is the way to get your front and side stomach muscles involved with your strokes. With good rotation, you should be working your latissimus dorsi muscles, or “lats”, too. Using these larger muscles will let you paddle harder, faster, and for longer.

STAYING UPRIGHT

When considering rough water paddling technique, there is always much talk of bracing, surfing and rolling. But long before any of those skills are examined, attention should be focused on the fundamental element of flexing from the waist, and on staying supple and “fluid” above the boat.

Much of the time, the key to staying upright in rough conditions is staying relaxed and letting your boat “go with the flow” while your upper body remains centered and balanced over your kayak. To do this, your waist needs to operate like a universal joint, allowing the kayak to incline freely in all directions.

Picture paddling over a small on-coming wave. The bow will climb the face of the wave, crest it and then carry on down the far side. The angle of the boat along its length changes from an upward tilt to a downward one. Adjusting to this change in boat angle is very natural. The paddler simply leans forward or backward from the waist and hips, effectively keeping the upper body in a neutral position, while the kayak rides over the wave. The paddler’s head stays over the centerline of the kayak and therefore no loss of stability is experienced.

We are naturally good at leaning forward and back in a kayak, but flexing edge to edge usually feels counter-intuitive. If the paddler stays rigid at the waist when the boat moves edge to edge, the mass of the upper body and head will lean out over the centerline and throw the paddler off balance. The key is to stay supple and keep your head over the centerline.

BRACING

A brace is used to recover when you have been thrown off balance. There are two forms of braces: low and high. Both involve reaching out to the side of your kayak with your paddle and slapping the water with one blade. The only major difference between the low and the high brace is the position of your paddle as you slap the water. For both, the slap provides the momentary support needed for your body to upright the kayak. This is critical to understand. The paddle just provides momentary support. Your body is responsible for righting the boat.

LOW BRACE

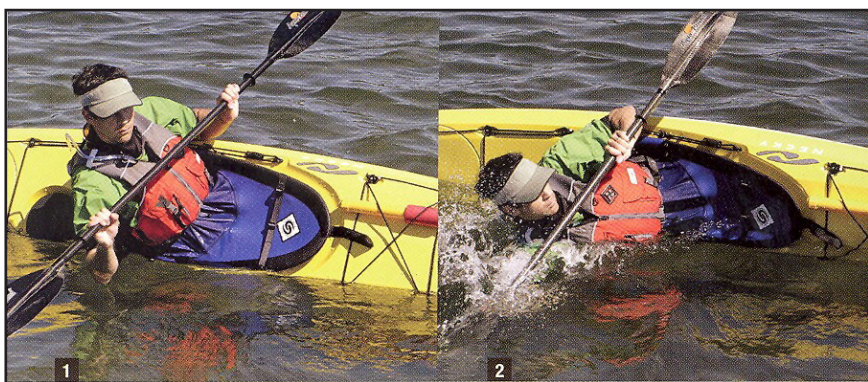
Sitting upright, roll the paddle under your elbows so that your forearms are almost vertical, as though you were going to do a push-up. Reach out to 90 degrees so that one hand is at your belly button and the other is out over the water. Edging the boat in the direction that you brace, slap the water, drop your head in that direction and pull up with your lower knee to level off the kayak. Make sure that your paddle hits the water flat, parallel to the surface, which will give you the most powerful support. To finish the brace, pull your paddle forward and inward, and roll your knuckles upward to clear the blade from the water.



HIGH BRACE

The high brace is definitely the most powerful of the recovery techniques. A good paddler can even use the high brace to recover when their boat is almost completely upside down!

The high brace follows the same rules as the low brace, only this time you will be using your paddle in a “chin-up” position, instead of the “push-up” position, and you will be using the power face instead of the backside of the blades. While sitting up straight, keep your elbows low, and roll your paddle up until your forearms are almost vertical. Tilt your boat and combine the head drop and knee pull up with your motions. This means that as you slap the water, you’ll drop your head towards the water and pull up with your lowest knee to right the kayak. Remember that looking at your active blade is a good habit to get into because it helps keep your head down.



FORWARD PROPELLING STROKES

An efficient and powerful forward stroke is an absolute must for any sea kayaker. Because so much of our time is spent paddling forward, it is essential to get the most out of each and every paddle stroke.

The key to a powerful forward stroke is to carefully work on each component (catch, rotation, and exit) and be sure to really emphasize torso rotation. Without involving the big powerful muscles of the torso, you will never harness your full potential to drive a kayak forward.

TURNING STROKES

Sweep Stroke

The sweep stroke is without a doubt the best stroke for turning your kayak, and tilting your kayak aggressively into your forward or reverse sweep stroke makes it most effective. In rough seas, the best course of action will be to keep your boat on an even keel, or flat to the water.

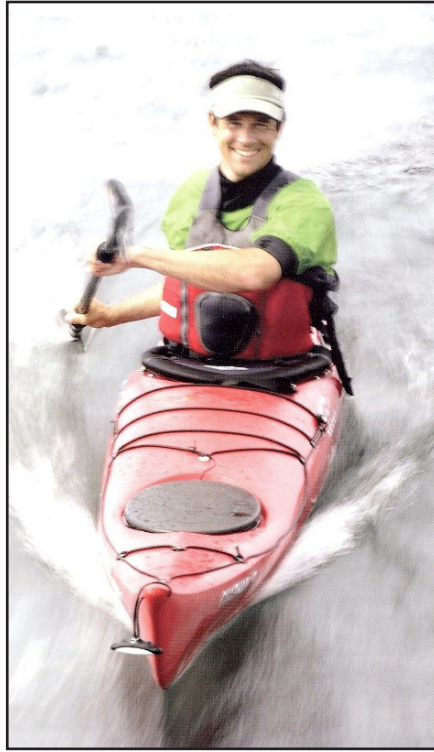
Sculling

While all other strokes involve catch and release points, sculling is a technique that lets you get steady support from your paddle blade. The paddle dexterity that sculling teaches is a clear benefit when paddling in rough conditions and you have to react to the many forces acting upon you and your kayak.

Stern Rudder

A stern rudder is the best way to make small corrections to your course without slowing your kayak's forward momentum too much. Most notably, it will help you stay on track when paddling in wind and waves. It is also the stroke that you will use to control your kayak while surfing waves.

There are two forms of the stern rudder. There is the stern pry, and the stern draw. Both of these strokes start from the same position, with your paddle planted firmly in the water behind your body, parallel to your kayak. To do this, and still keep your hands in front of your body in the power position, you will need to use some aggressive torso rotation, which means turning your whole upper body towards your rudder. Hold your front hand comfortably in front of your chest. From this position, you can either push away with the backside of your paddle blade, which is called the stern pry, or you can draw water towards your stern with your power face, which is called the stern draw. The stern pry is by far the more powerful of the two strokes, and the one you'll use most of the time. When surfing waves, there is always potential for dynamic capsizes, so always be sure to rotate your body aggressively to plant your rudder, because this allows you to maintain your power position and prevent shoulder injury. It is also important that you completely submerge your rudder as far back as is comfortable, with the paddle parallel to the kayak. This will provide your stroke with the most power while minimizing any braking effect.



Stern Rudder

WET EXIT

A wet exit is how you get out of a capsized boat quickly and safely.

When wearing a spray skirt, always make sure that the rip cord is out, and not tucked inside the boat when you pull the skirt over the coaming. Once flipped, the first thing to do is lean forward and find this rip cord. Pull the rip cord to pop your skirt off the coaming, then slide your hands back to your hips, stay leaning forward and push yourself out. You will end up doing a bit of a forward roll out of your boat and you will be at the surface in no time.

The entire process of wet exiting will only take a few seconds and the more relaxed you are, the more smoothly it will go. Once you are out, grab your boat and paddle to speed up the rescue process.

WIND AND WAVES

The wind blows over water, changing its surface into ripples and waves. As waves grow in height, the wind pushes them along faster and higher. Waves can become unexpectedly strong and destructive.

Wind-generated waves are surface waves that occur on the free surface of oceans, seas, lakes, rivers, and canals or even on small puddles and ponds.

Some waves in the oceans can travel thousands of miles before reaching land.

Wind waves range in size from small ripples to huge rogue waves. When directly being generated and affected by the local winds, a wind wave system is called a wind sea. After the wind ceases to blow, wind waves are called swell. Or, more generally, a swell consists of wind generated waves that are not affected by the local wind at the same moment. They have been generated elsewhere, or some time ago. Wind waves in the ocean are called ocean surface waves.

Tsunamis are a specific type of wave not caused by wind but by geological effects. In deep water, tsunamis are not visible because they are small in height and very long in wavelength. They may grow to devastating proportions at the coast due to reduced water depth.

FIVE FACTORS INFLUENCE THE FORMATION OF WIND WAVES:

- ☐ Wind speed
- ☐ Distance of open water that the wind has blown over (called the fetch)
- ☐ Width of area affected by fetch
- ☐ Time duration the wind has blown over a given area
- ☐ Water depth

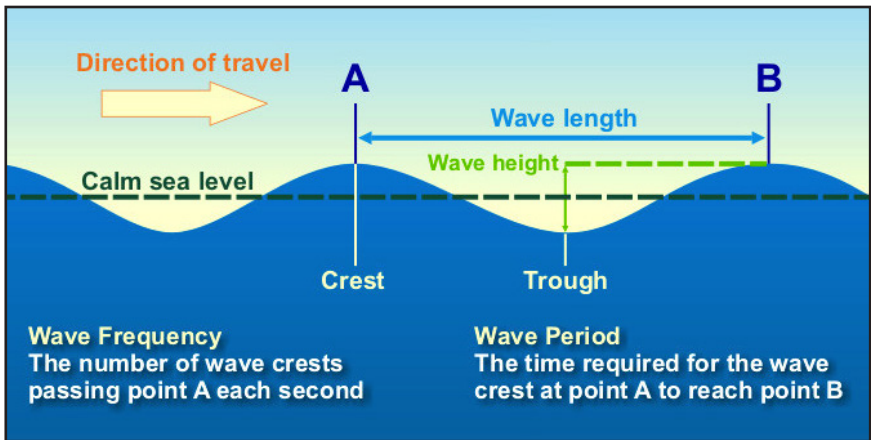
All of these factors work together to determine the size of wind waves. The greater each of the variables, the larger the waves.

WAVES ARE CHARACTERIZED BY:

- ☐ Wave height (from trough to crest)
- ☐ Wavelength (from crest to crest)
- ☐ Period (time interval between arrival of consecutive crests at a stationary point)

WAVE PROPAGATION DIRECTION

Waves in a given area typically have a range of heights. For weather reporting and for scientific analysis of wind wave statistics, their characteristic height over a period of time is usually expressed as significant wave height. This figure represents an average height of the highest one-third of the waves in a given time period (usually chosen somewhere in the range from 20 minutes to twelve hours), or in a specific wave or storm system. Given the variability of wave height, the largest individual waves are likely to be about twice the reported significant wave height for a particular day or storm.



TYPES OF WIND WAVES

Three different types of wind waves develop over time: Ripples, Seas and Swells

RIPPLES appear on smooth water when the wind blows, but will die quickly if the wind stops. The restoring force that allows them to propagate is surface tension. Ripples do not travel exactly in the direction of the wind but as two sets of parallel ripples, at angles 70-80° to the wind direction. **SEAS** are the larger-scale, often irregular motions that form under sustained winds. They tend to last much longer, even after the wind has died, and the restoring force that allows them to persist is gravity. As seas propagate away from their area of origin, they naturally separate according to their direction and wavelength. The regular wave motions formed in this way are known as **SWELLS**.

Individual "rogue waves" (also called "freak waves", "monster waves", "killer waves", and "king waves") sometimes occur, up to heights near 30 meters, and being much higher than the other waves in the sea state can occur.

Some waves undergo a phenomenon called "breaking". A breaking wave is one whose base can no longer support its top, causing it to collapse. A wave breaks when it runs into shallow water, or when two wave systems oppose and combine forces.

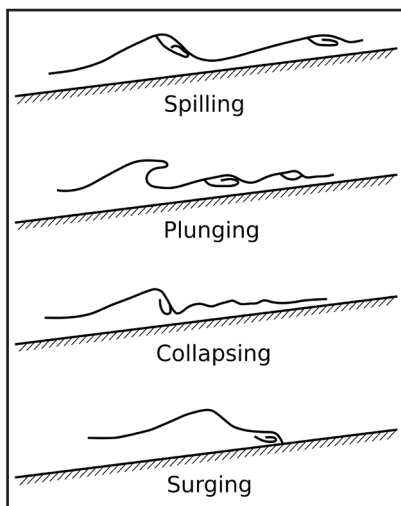
As waves enter shallow water, they slow down, grow taller and change shape. How high a wave will rise depends on its wave length and beach slope.

THREE MAIN TYPES OF BREAKING WAVES:

SPILLING: They can be found in most areas with relatively flat shorelines. They are the most common type of shore break. They arise from long waves breaking on gently sloping beaches. There are several rows of breakers. Such breakers gradually transport water towards the beach during groups of high waves. Rips running back to sea, transport this water away from the beach during groups of low waves. When caught swimming in a rip, do not attempt to swim back to shore because such rips can be very strong. Swim parallel to the beach towards where the waves are highest. This is where the water moves towards the beach. The next group of tall waves should assist you to swim back to shore. However, when launching (rescue) boats, this is best done in a rip zone.

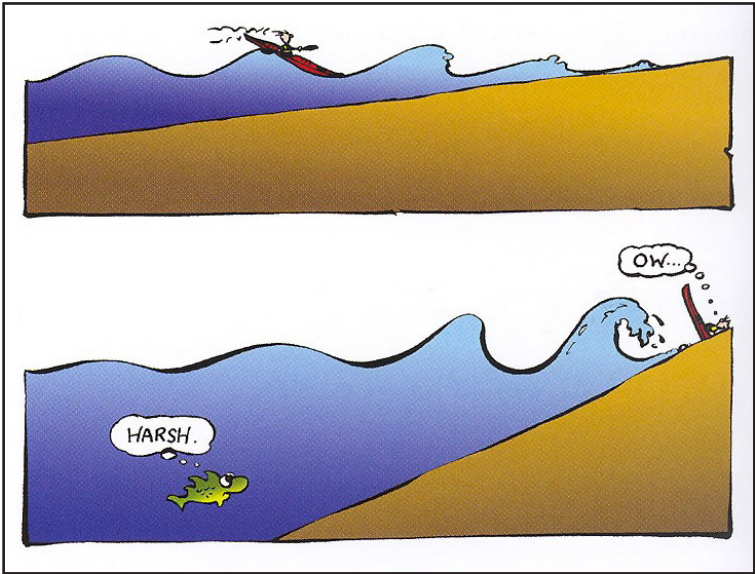
PLUNGING: these break suddenly and can “dump” swimmers—pushing them to the bottom with great force. Plunging breakers can occur on steeply sloping beaches. There is only one row of breakers. Strong offshore winds and long wave periods can cause plunging waves. They are often found where there is a sudden rise in the sea floor, such as a reef or sandbar.

SURGING: these may never actually break as they approach the water’s edge, as the water below them is very deep. They tend to form on steep shorelines. These waves can knock swimmers over and drag them back into deeper water. **Waves break one at a time.**

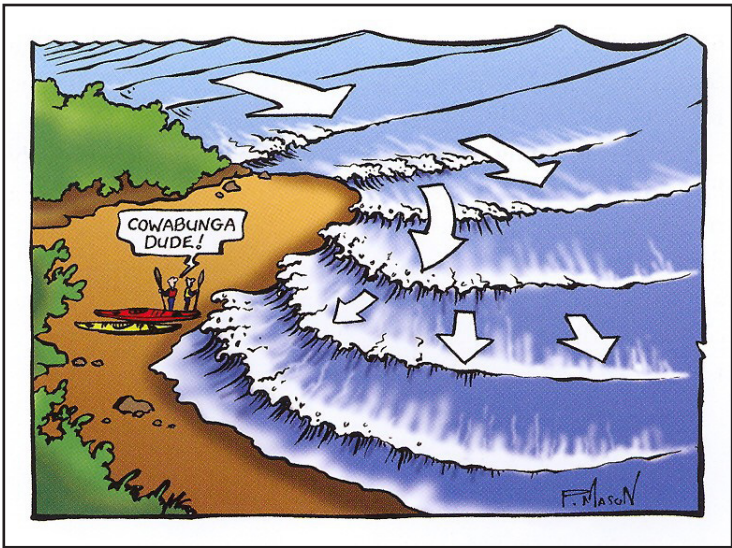


WAVE SAFETY CONSIDERATIONS

Gradually sloping beaches generate more benign surf conditions, while steep beaches create vicious dumping surf.



Beware of headlands or “sticky-out-bits” where the intensity and power of waves and wind are magnified.



TIDES AND RULE OF 12THS

TIDES: A rhythmic periodic rise and fall of the water along ocean coasts.

Think about the tempo of the tides like the motion of a swing. As you swing toward the highest point, you slow down before changing direction. Then you accelerate as you swing down, reaching your maximum speed at the bottom. Like the tides, your fastest point is halfway through the cycle.

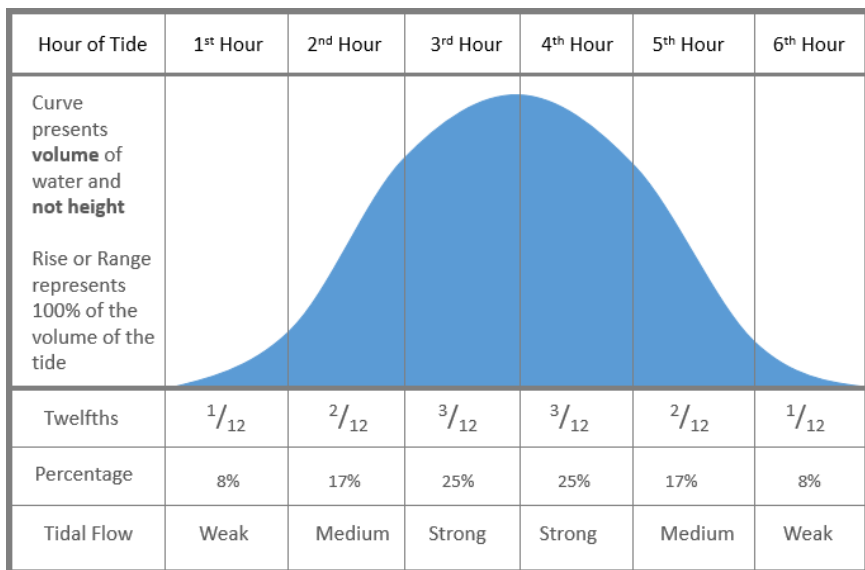
Most tides are semi-diurnal (especially the tides on the Atlantic side), meaning there are two high and two low tides a day, approximately 6 hours and 12.5 minutes apart. Between high and low tide the water accelerates to reach maximum speed (max flood or max ebb) then slows until it changes direction (slack water).

RULE OF 12THS

A simplified 'Rule of Twelfths' method can be used to calculate intermediate times and heights between High and Low Water without having to refer to tidal curves or graphs.

All that is required for the 'Rule of Twelfths' is to know the time and height of either high or low water together and the range for that tide - the difference between the tidal height of high and low water.

The 'Rule of Twelfths' is based on the assumption that the tide does NOT rise or fall at a constant rate throughout its duration. It also assumes the curve for the area is symmetrical. The rule states that in the first hour after low tide the water level will rise by one-twelfth of the range, in the second-hour two-twelfths, and so on according to the sequence as illustrated above. A rough percentage may also be deduced along the same lines. The two important points to note are that in the third and fourth hour there is a lot of tidal movement, and in the first and sixth hour, there is very little.



EXAMPLE CALCULATION

The 'Rule of Twelfths' does require some mental arithmetic and it is worthwhile stepping through a simple example of how the rule is applied. If a tide table states that tomorrow's low water is noon and that the water level at this time would be 2.00 metres above chart datum and further, that at the following high tide the water level would be 14.00 metres. We could work out the height of water at 3:00 p.m. as follows:

1. The total increase, rise or range in water level between low and high tide is $14 - 2 = 12$ metres.
2. In the first hour, the water level would rise by 1 twelfth of the total (12 metres) or: 1 metre.
3. In the second hour, the water level would rise by 2 twelfths of the total (12 metres) or: 2 metres.
4. In the third hour, the water level would rise by 3 twelfths of the total (12 metres) or: 3 metres.

The rule thus indicates the increase in the water level by 3:00 p.m. will be 6 metres. This however only represents the increase or rise. The total depth of the water, relative to chart datum, will include the 2 metres depth at low tide: $6 \text{ m} + 2 \text{ m} = 8$ metres (total water depth at 3:00pm).

WEATHER AT A GLANCE

Weather is a part of our everyday lives. It is important to be able to predict upcoming weather in order to best be prepared for it. Anticosti is no different. Maritime weather patterns can be harsh and change suddenly. The following are some definitions and hints to help you figure out the weather enigma.

FACTORS INFLUENCING AIR MASS FORMATION

- ☐ Temperature - determines at what altitude water vapor will condense
- ☐ Humidity - is the water content of an air mass
- ☐ Pressure - the density of air. Pressure gradients cause winds. Barometric or atmospheric pressure is measured in millibars. 1013 millibars is equal to average sea level pressure.
- ☐ Geography- Physical features that trap air or influence moisture or temperature.

TYPES OF AIR MASS

- ☐ Maritime Polar - Cold and Humid. Can produce incredible instability.
- ☐ Continental Polar - Generally Cool and Dry. Can cause low-level instability.
- ☐ Maritime Tropical - Warm and Moist air. Cool from below creating a temperature inversion. Can produce stability, or act as a source of moisture to fuel a storm.

FRONTAL SYSTEMS

As an air mass moves through an area, the resulting weather is dependent on: the characteristic of that air mass, the strength of the air mass, as well as the features of the air mass that it is colliding with. A cold air mass moving toward a warm air mass is called a cold front. It can bring short intense storms followed by rapid clearing and cooling. A warm air mass moving towards a cold one is called a warm front. They can bring long storms, as the moisture remains for days after sometimes.

THE CORIOLIS EFFECT

The natural phenomenon in which wind in the northern hemisphere always turns to the left, or counter clockwise.

PREVAILING WIND

Planetary air circulation produces dominate wind traits depending on latitude. We are in an area of prevailing west and southwest winds.

OCCCLUSION

An air mass over-taking another air mass. Precipitation is the result.

WEATHER INTERPRETATION

GOOD WEATHER WILL CONTINUE IF...

- ☐ Scattered small cumulus clouds are present
- ☐ Light westerly or northerly winds
- ☐ Wind changes directions in a clockwise manner
- ☐ Barometer is steady or rising
- ☐ Night fog clears by mid morning
- ☐ Day sea breeze, and night land breeze cycle
- ☐ Clouds and low level wind come from the same direction

WEATHER WILL TURN POOR IF...

- ☐ Stratus clouds move in under cirrus clouds and thicken
- ☐ Cumulus clouds grow thick and dark
- ☐ Barometer falls steadily
- ☐ Wind shifts counter-clockwise or rises from the east (backing)
- ☐ Upper level clouds come from the left (with your back to the wind)

POOR WEATHER WILL IMPROVE IF...

- ☐ After a rain storm, temperature drops
- ☐ Wind shifts clockwise (veering)
- ☐ Clouds rise and thin out
- ☐ Upper level clouds come from the right (with your back to the wind)

TEMPERATURE WILL DROP IF...

- ☐ Barometer is rising
- ☐ It is clear at night

TEMPERATURE WILL RISE IF...

- ☐ Sky becomes overcast at night
- ☐ Backing winds

RAIN LIKELY IF...

- ☐ Backing winds
- ☐ Falling Barometer
- ☐ Cirrostratus clouds produce a halo around the moon, or a sun dog
- ☐ Early morning temperatures are high, and air is humid
- ☐ Towering Cumulus clouds are visible

MARINE FORECASTS

An Environment Canada Marine Forecast is broadcast 24 hours a day. It will give up to date and accurate weather observations as well as a synopsis, and forecast for the next few days. Wind conditions, sea state, barometric pressure, visibility, temperatures, and storm warnings are also included. We will be checking the weather every morning as well as through out each day. Gathering all available information and being observant through out each day will enable us to be prepared for weather that we will encounter. Forethought and good judgment will keep us out of dangerous situations.

CLOUDS AND WEATHER

HIGH ALTITUDE

- High Cirrus = bad weather, 80% chance of rain in the next 24 hours (often switches to cirrostratus or altostratus)
- Cirrocumulus = fair weather

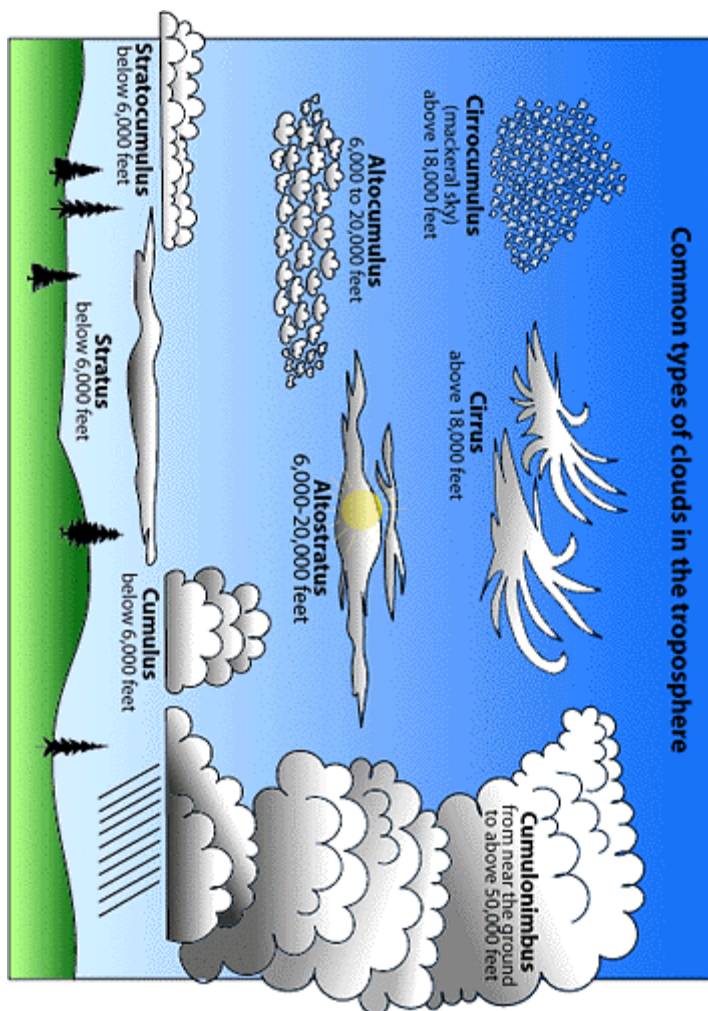
MIDDLE ALTITUDE

- Cirrus or Cirrostratus = 90% chance of rain in next 6 – 12 hours
- Altostratus = rain or possibly thunderstorms

LOW ALTITUDE

- Stratocumulus = clearing in the evening and cold overnight
- Stratus = possible drizzle, long, steady snow or rain

CUMULONIMBUS = high possibility of heavy thunder showers



CIRRUS

Form: Thin fibers or threads, rarely also bundles; edges usually frayed by the high winds.

Description: Consists of ice crystals.

Interpretation: Fair weather cloud; when compressed it can be a sign for a warm front (precipitation).

CIRROCUMULUS

Form: Heap cloud; occurs mostly in more or less expanded fields, which consist of small granular cloud parts, rarely also in small ripped to pieced bundles.

Description: Consists almost exclusively of ice crystals; strongly undercooled water drops will mostly freeze inside the cloud.

Interpretation: Indicate strong vertical movement in the altitude in which they form.

CIRROSTRATUS

Form: Layer cloud; occurs either as a fibrous veil in which thin stripe can form, or as a veil-like fog; it can never completely cover the sun. Under certain conditions, these clouds produce a "halo" around the sun, caused by the refraction of the sunlight.

Description: Consists primarily of small ice particles.

Interpretation: Indicate the arrival of a warm front (with precipitation) within 1 to 2 days.

ALTOCUMULUS

Form: Heap cloud; appears mostly as a big field which consists of many small single clouds.

Description: Consists almost exclusively of water droplets; only at low temperatures ice-crystals can appear.

Interpretation: Indicates horizontal aerial current and, in addition, vertical currents at some places in the middle cloud layer.

ALTOSTRATUS

Form: Thread medium high layer cloud without contours.

Description: Composed of ice-crystals as well as water droplets

Interpretation: Indicator for precipitation within next few hours.

STRATOCUMULUS

Form: Layer cloud; appears in spots, fields or layers which aggregate into steadily arranged clods, bales or rolls.

Description: Consists primarily of water droplets; these are the most frequent clouds; often have grey colouring, because the water droplets absorb a lot of light.

Interpretation: Sometimes rain or snow.

STRATUS

Form: Misty layer cloud; absolutely without structure.

Description: Consists of small water droplets; it can generate halos; often originates with high pressure and low air movement.

Interpretation: Generally, indicates a rather quiet weather condition.

CUMULUS

Form: Cumulus are thick heap clouds sharply separated from each other; the edges sometimes look tattered and change constantly.

Description: Consists almost exclusively of water droplets; only at low temperatures ice-crystals can appear; originate with locally restricted upward wind; for gliders and pilots, cumuli are an indicator for upward winds.

Interpretation: Nice weather cloud. If the cloud reaches the medium levels of the atmosphere and is turning into a Cumulonimbus cloud, light showers may arrive.

NIMBOSTRATUS

Form: Very vast, dark grey layer; strong vertical expansion

Description: Consists of water droplets and/or ice-crystals; originates from the upward movement of moist air moving within a warm front.

Interpretation: Long-term rain / snow about several hours or days.

CUMULONIMBUS

Form: Very big heap cloud with the massive vertical expansion which originates from a Cumulus cloud

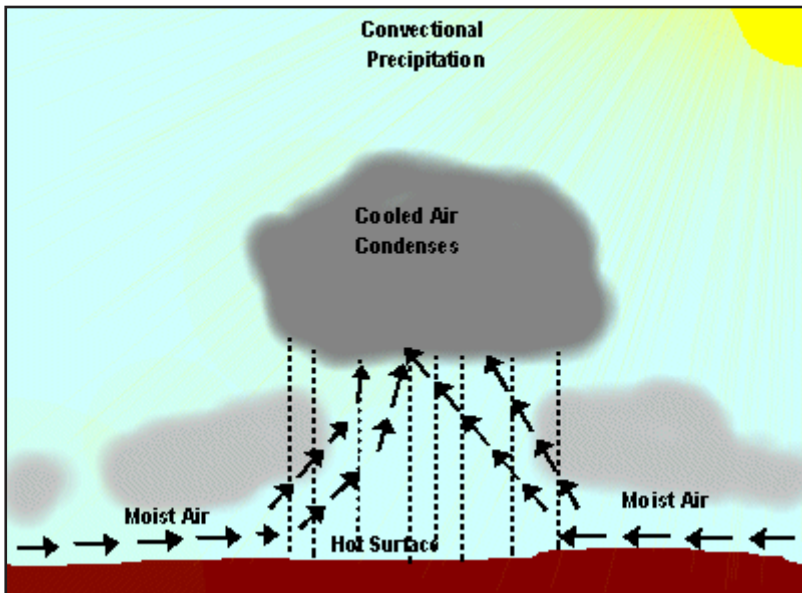
Description: Exists of water droplet and ice-crystals which seem, however, primarily in the upper parts; originates from a big Cumuluswolke which if it owns enough humidity and elevation impulse, spreads out upwards, later the upper one spreads distribute to the cloud horizontally further, Sogas the so-called "anvil" originates

Interpretation: From Cumulonimbi precipitation falls in the form of rain, hail or snow, often are present also thunderstorm; a full-grown cloud can take up to 100 million tonnes of water, hence, violent showers and hail can fall, moreover, are to be calculated with Cumulonimbi on violent hoists which can reach a speed from up to 120 km/h. Also within the cloud there is strong turbulence, so that they themselves can become dangerous for big airplanes and should be also therefore flown around.

TYPES OF PRECIPITATION

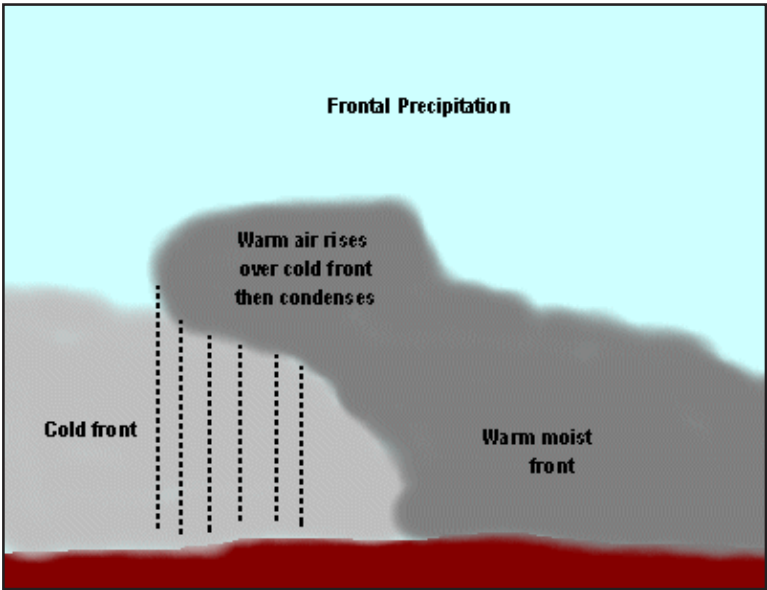
CONVECTIONAL PRECIPITATION

Results from the heating of the earth's surface that causes air to rise rapidly. As the air rises, it cools and moisture condenses into clouds and precipitation.



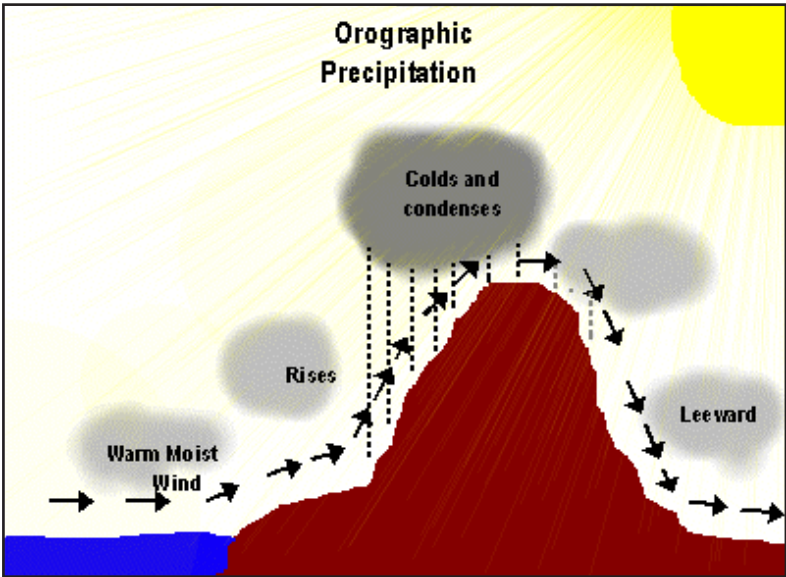
FRONTAL PRECIPITATION

Results when the leading edge (front) of a warm air mass meets a cool air mass. The warmer air mass is forced up over the cool air. As it rises the warm air cools, moisture in the air condenses, clouds and precipitation result.



OROGRAPHIC PRECIPITATION

Results when warm moist air of the ocean is forced to rise by large mountains. As the air rises it cools, moisture in the air condenses and clouds and precipitation result on the windward side of the mountain while the leeward side receives very little.



BEAUFORT WIND SCALE

Beaufort number	Wind speed		Estimating wind speed	
	Knots	Seaman's term	Effects observed at sea	Effects observed on land
0	Under 1	Calm	Sea like a mirror.	Calm; smoke rises vertically.
1	1-3	Light air	Ripples with appearance of scales; no foam crest.	Smoke drift indicates wind direction; vanes do not move.
2	4-6	Light breeze	Small wavelets; crests of glassy appearance, not breaking.	Wind felt on face; leaves rustle; vanes do not move.
3	7-10	Gentle breeze	Large wavelets; crests begin to break; scattered whitecaps.	Leaves, small twigs in constant motion; light flags extended.
4	11-16	Moderate breeze	Small waves, becoming larger; numerous whitecaps.	Dust, leaves and loose paper raised up; small branches move.
5	17-21	Fresh breeze	Moderate waves, taking longer form; many whitecaps; some spray.	Small trees in leaf begin to sway.
6	22-27	Strong breeze	Larger waves forming; whitecaps everywhere; more spray.	Larger branches of trees in motion; whistling heard in wires.
7	28-33	Near gale	Sea heaps up; white foam from breaking waves begins to be blown in streaks.	Whole trees in motion; resistance felt in walking against wind.
8	34-40	Gale	Moderately high waves of greater length; edges of crests begin to break into spindrift; foam is blown in well-marked streaks.	Twigs and small branches broken off trees; progress when walking generally impeded.
9	41-47	Strong gale	High waves; sea begins to roll; dense streaks of foam; spray may reduce visibility.	Slight structural damage occurs; slate blown from roofs.
10	48-55	Storm	Very high waves with overhanging crests; sea takes on white appearance as foam is blown in very dense streaks; rolling is heavy and visibility reduced	Seldom experienced on land; considerable structural damage occurs.

Figure 5-5. The Beaufort wind scale, which relates sea state to wind speed.

SAFE BOATING REGULATIONS

One (1) manual water pump fitted with or accompanied by sufficient hose to enable a person using the pump to discharge water from the bilge of the vessel over the side of the vessel

Navigation equipment

5. A sound-signalling device or a sound-signalling appliance
6. Navigation lights that meet the applicable standards set out in the Collision Regulations if the pleasure craft is operated after sunset and before sunrise or in periods of restricted visibility

Note: Radar reflectors are required under certain conditions (see page 49).

Pleasure craft propelled by oars and pleasure craft 8 m (26'3") or less in length within sight of navigational marks do not require a compass.



Canoes, kayaks, rowboats and rowing shells less than 6 m (19'8") in length

Personal protection equipment

1. One (1) Canadian-approved personal flotation device or lifejacket of appropriate size for each person on board
2. One (1) buoyant heaving line no less than 15 m (49'3") in length

Boat safety equipment

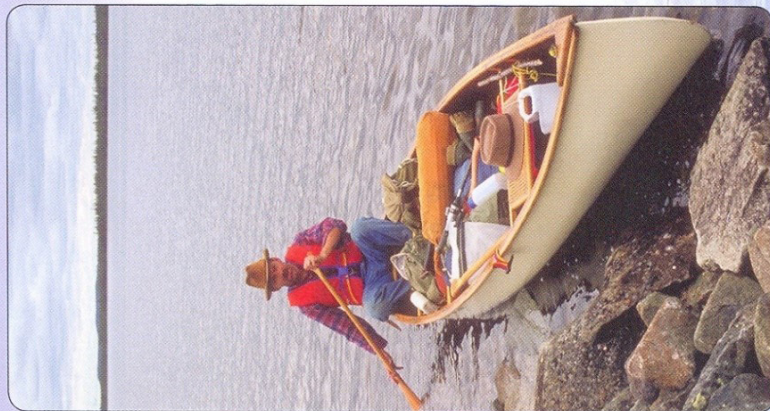
3. One (1) manual propelling device (for more detailed description, refer to the manual propelling device definition)

OR

An anchor with no less than 15 m (49'3") of cable, rope or chain in any combination

4. One (1) bailer

OR



ORCKA CERTIFICATION

COASTAL KAYAKING LEVEL 1

Coastal Kayaking Level 1 is an intermediate course for participants with a limited base of kayaking experience and knowledge. The course will emphasise the skills required to become an active participant of a kayaking daytrip in a relatively sheltered to moderately exposed coastal environment.

OVERVIEW OF COASTAL KAYAKING LEVEL 1

Prerequisites

ORCKA Flatwater Kayaking or ORCKA Flatwater Kayaking Level B, equivalent certification or comparable skills and experience (with the permission of the Course Director)

At least three separate kayaking excursions of at least three hours and 15 kilometres each

Kayak Type

A suitable kayak for this course must be able to carry limited cargo with at least one sealed bulkhead and a closed cockpit.

Course Conditions

Calm to moderate Wind – Calm to < 16 km/h. Sea state – Rippled to 0.6 m waves.

Course Location

Exposed Moderately exposed coastline with easy landing conditions readily available.

Safety

- Safety review
- Swimming and treading water *
- Rescue of a swimmer
- Towing rescue
- Recovery of a kayak
- Peer rescue
- Assisted roll rescue
- Unassisted roll rescue *
- Line toss and rescue
- Communications

Theory

- Kayak design and construction
- Kayak Outfitting
- Government regulations
- Kayaking first aid
- Weather
- Environmental awareness
- Kayaking heritage
- Kayaking resources

Skills

- Skill review
- Forward paddling
- Reverse paddling
- Stopping
- Sideward paddling
- Pivoting
- Turning
- Preventing a capsized
- Securing

Touring

- Day trip planning
- Equipment
- Paddling precautions
- Navigation
- Kayak tour

* non-test item



KAYAK TRIPPING LEVEL 1

Kayak Tripping Level 1 provides an introduction to kayak tripping for those with little or no tripping experience. Emphasis is on wilderness kayak camping skills and safety. Upon completion of Kayak Tripping Level 1, the successful participant should have the knowledge, skills and confidence to plan and execute overnight and short multi-night trips with other equally qualified kayakers in conditions similar to those of the course location.

OVERVIEW OF KAYAK TRIPPING LEVEL 1

Prerequisites

ORCKA Flatwater Kayaking or Flatwater Kayaking Level B, equivalent certification or comparable skills and experience (with the permission of the Course Director)

Kayak Type

A suitable kayak for this course must be able to carry adequate cargo with at least one sealed bulkhead.

Course Conditions

Calm to moderate Wind – Calm to < 16 km/h. Sea state – rippled to 0.6 m waves.

Course Location

Exposed Moderately exposed coastline with easy landing conditions readily available.

Safety

- Safety review
- Swimming and treading water *
- Rescue of a swimmer
- Towing rescue
- Recovery of a kayak
- Peer rescue
- Assisted roll rescue
- Unassisted roll rescue
- Line toss and rescue
- Communications

Theory

- Kayak design and construction
- Clothing and personal effects
- Kayaking first aid
- Repair kit
- Weather
- Environmental practices and concerns
- Kayaking tripping resources

Skills

- Launching and removing kayak
- Kayaking
- Packing
- Food and menu planning
- Campsites and shelters
- Fires and stoves
- Ropes and knots

Touring

- Trip planning
- Personal risk management
- Kayak tripping gear
- Navigation
- Kayak trip

* non-test item



GENERAL EQUIPMENT CARE AND TIPS

STOVES

- ☐ If the stove is on fire – smother fire with pot, never use water to put out a fuel fire.
- ☐ If the stove does not have pressure –the fuel bottle could be too full to pressurize – only fill bottle $\frac{3}{4}$ full.
- ☐ If the stove does not have flames – there may not be enough fuel.
- ☐ Low flames – could be water in the fuel bottle – drain fuel bottle if you think there is water in the bottle –always filter your fuel from the cans into the fuel bottle.
- ☐ Blockage –could be blocked from setting your stove up on the sand – always put your stove off the ground, use a pot lid or wind screen to set the stove on.
- ☐ When cooking place the stove off the sand (set on a large flat rock)
- ☐ Keep the stove as dry as possible (pack in dry bag, or pot)

TENTS

- ☐ Attach tent bag and pole bag to tent after setting up each evening
- ☐ Use rocks for securing tents only on the outside of the tent (no rocks inside the tent)
- ☐ Wash tent zippers and poles at the end of trip to get any salt water off the tent metal and plastic parts
- ☐ Set tents up in areas that will not expose them to extreme winds
- ☐ Use a ground sheet on the outside of the tent if you are camping on rock

KAYAKS

- ☐ Secure your hatch covers as soon as you take them off the boat
- ☐ Keep the rudder up in shallow water or when landing and launching
- ☐ Bring the kayak up out of the tidal zone when ever landing (at lunch or at the end of the day)

PADDLES AND SAFETY GEAR (WATER PUMPS, ROPES)

- ☐ Secure your paddle each evening with your kayak
- ☐ Use wooden poles for tarp set up instead of paddles
- ☐ Secure your safety gear under bungies

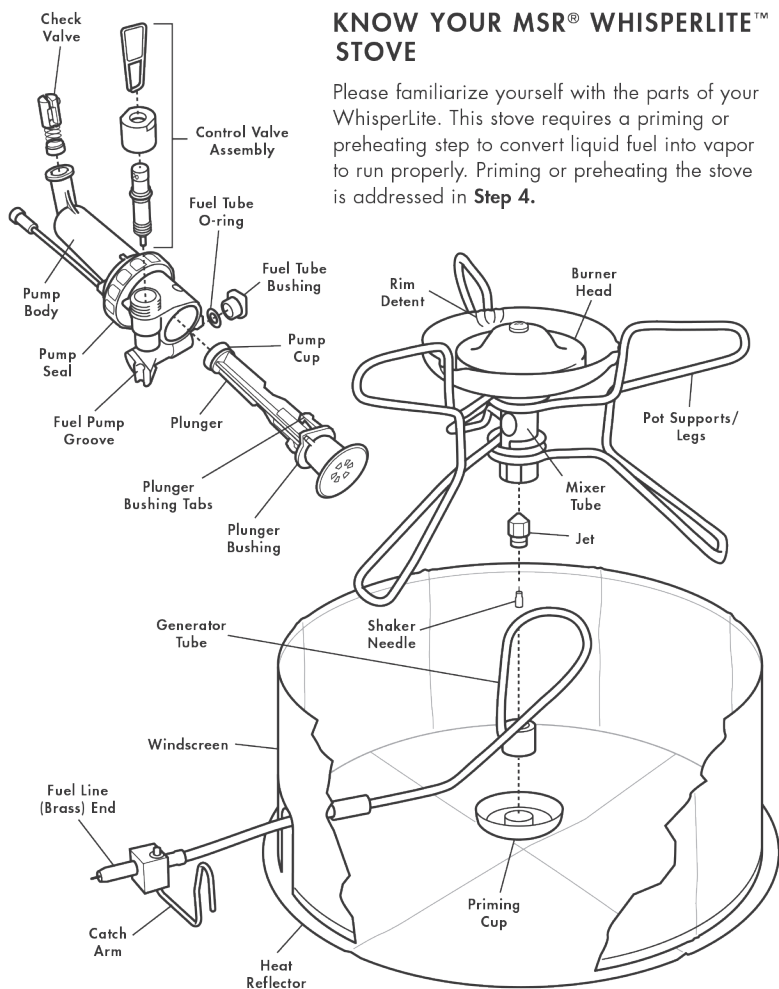
MSR WHISPERLITE MAINTENANCE

GENERAL TIPS

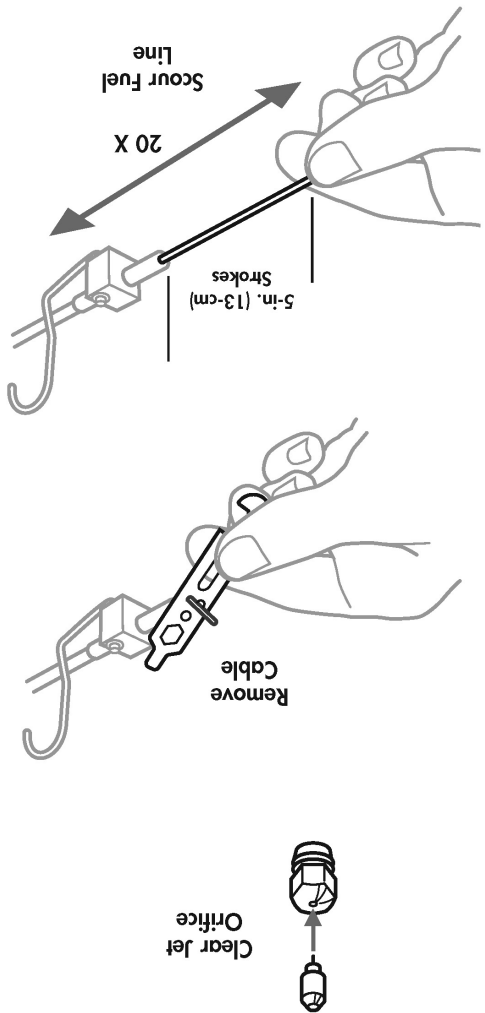
- ☐ Make sure you have the proper pump that matches your stove. A mismatch pump/stove can cause leaking.
- ☐ Before disassembling the stove, set out everything you will need in a clean and organized location.
- ☐ Check the fuel for water and debris. Often it is the fuel causing issues and not the mechanics of the stove.
- ☐ You can use fuel in a pot lid to help you clean the different stove components.

KNOW YOUR MSR® WHISPERLITE™ STOVE

Please familiarize yourself with the parts of your WhisperLite. This stove requires a priming or preheating step to convert liquid fuel into vapor to run properly. Priming or preheating the stove is addressed in **Step 4**.



MSR WHISPERLITE CLEANING

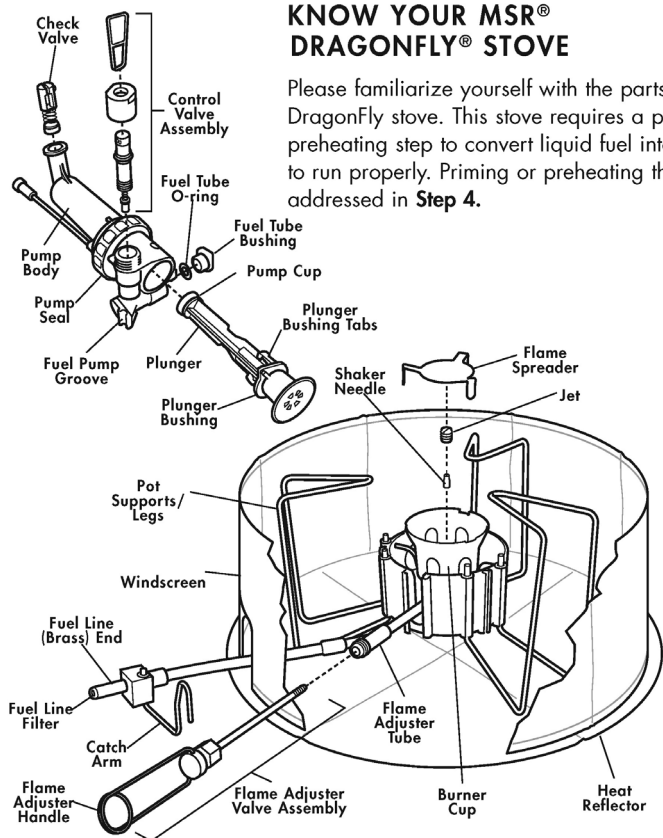


Needle and use it to
a from top or bottom.
le from Fuel line with
le Tool. Stubborn cables
ened with a common
(D-40™, Pump Cup Oil, etc.).
t Cable into Fuel line.
in and out with 5-inch
kes approximately 20 times.
; clean.
le.
ine into Pump and Fuel Bottle
Catch Arm on Fuel Pump
uel Bottle with 15 strokes.
ontrol Valve to flush
of fuel through Fuel line
ropriate container.
ed.)
NG: Keep away from
sources.
ol Valve and remove Fuel line.
se fuel when flushing
ve.
nance is still impaired,
g the Jet and Fuel line steps.

MSR DRAGONFLY MAINTENANCE

KNOW YOUR MSR® DRAGONFLY® STOVE

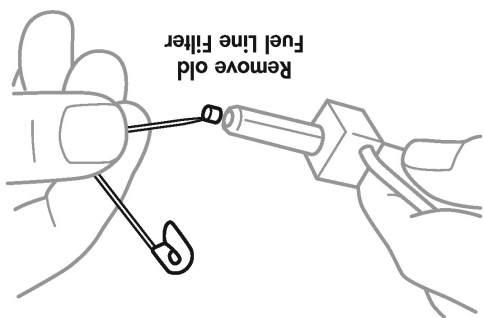
Please familiarize yourself with the parts of your DragonFly stove. This stove requires a priming or preheating step to convert liquid fuel into vapor to run properly. Priming or preheating the stove is addressed in **Step 4**.



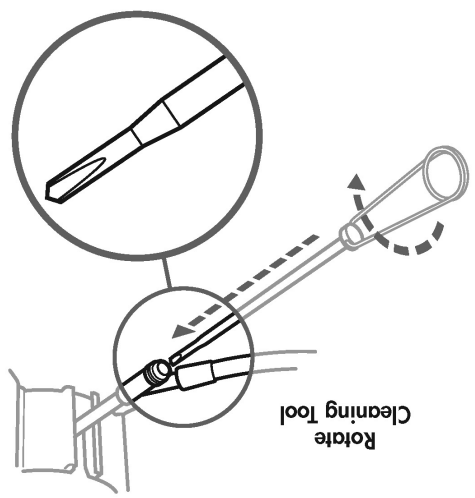
WARNING

Do not use this stove: (1) before reading and fully understanding this Instruction Manual; (2) if you are not prepared or comfortable attending to a burning and/or hot stove at all times; (3) if you observe leaking fuel; or (4) if you observe any condition with the stove system or in the surrounding environment that would make operation of an open flamed device dangerous. Failure to follow these directions can cause an unsafe situation leading fire, burns, severe injury or death.

MSR DRAGONFLY CLEANING



- REPLACING THE FUEL LINE FILTER**
- 1. Remove old Fuel Line Filter with Safety Pin.
 - 2. Place new white Fuel Line Filter on a hard surface.
- Center end of Fuel Line over filter. Push end of Fuel Line until filter is completely inside.



Adjuster Handle onto
aning Tool.
into Flame Adjuster Tube
clockwise with pressure
ately 20 turns).
luster Tube on a hard
move loosened deposits.
e Adjuster Valve
d tighten securely.
l Line.
ove to Pump
offle.
Fuel Bottle with 10-15
Pump Control Valve
Adjuster Valve to flush
s of fuel through Fuel line
propriate container.
illed.)
LING: Keep away from
n sources.
reopen Flame Adjuster
peet flushing.
e Adjuster Valve and
trol Valve and remove
lose fuel when flushing
3.
formance is still impaired,
ing the Jet and Flame
e Assembly steps.

MSR PUMP MAINTENANCE

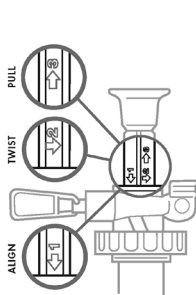
(Same for MSR Whisperlite and Dragonfly)

PUMP MAINTENANCE

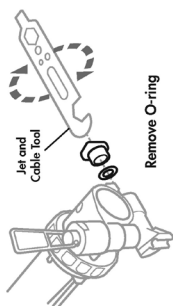
Replace O-rings and Pump Seals that are dry, cracked, or torn. Replacement O-rings and Pump Seals can be found in the Annual Maintenance Kit or the more comprehensive Expedition Service Kit, purchased separately from an MSR Dealer.

REPLACING FUEL TUBE O-RING

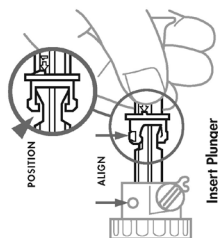
1. **Remove Plunger.**
 - Align, twist, and pull.
2. **Remove Fuel Tube Bushing and O-ring with Jet and Cable Tool.**
 - Remove the O-ring with the end of the Fuel Line or Safety Pin.
3. **Inspect O-ring and replace if damaged.**
 - If needed, a spare red Fuel Tube O-ring is provided.
4. **Lubricate Pump Cup.**
 - Use a drop of Pump Cup Oil or any mineral-based oil.
5. **Insert Plunger.**
 - Hold thumb and forefinger firmly around **Arrow 1**.
 - Align Plunger Bushing Tabs with holes in Pump Body.
 - Push Plunger/Bushing into the Pump Body until it snaps in place.



Remove Plunger



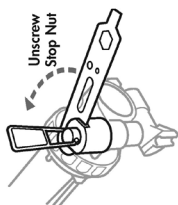
Remove O-ring



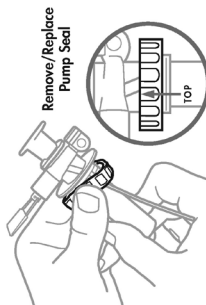
Insert Plunger

REPLACING CONTROL VALVE O-RING

1. **Unscrew Stop Nut 2 turns.**
2. **Unscrew Control Valve 6 turns.**
3. **Unscrew Stop Nut completely and remove Control Valve Assembly.**
4. **Inspect O-ring and replace if damaged.**
 - Remove Control Valve handle from stem.
 - Slide Stop Nut off.
 - Remove O-ring with Safety Pin.



Unscrew Stop Nut

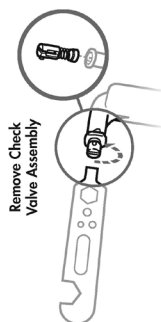


REPLACING PUMP SEAL

Inspect Pump Seal and replace if damaged.

CLEANING THE CHECK VALVE

1. **Turn Check Valve Assembly to remove.**
2. **Wipe any debris from Check Valve and Pump Cavity.**
3. **Reinsert Check Valve Assembly.**

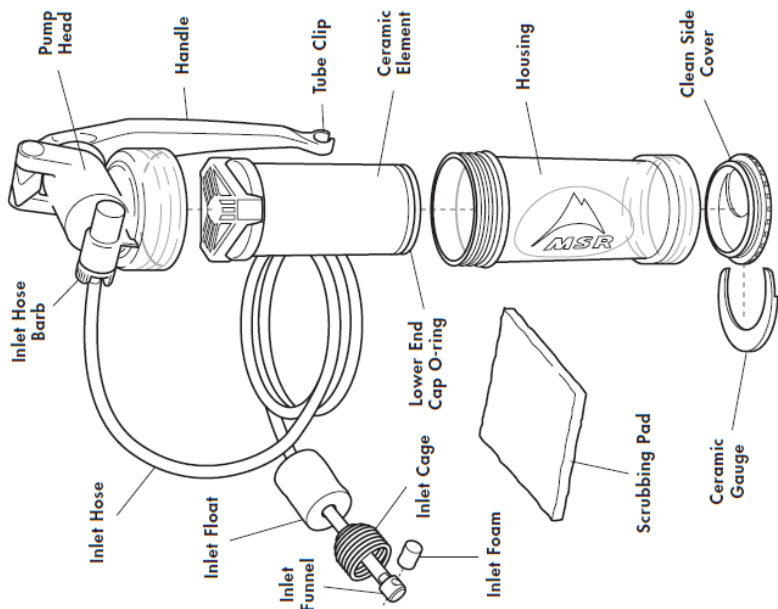


Remove Check Valve Assembly

⚠ WARNING

Do not disassemble the stove or Pump beyond what is described in these instructions. Do not modify the stove or Pump. Do not use the stove or Pump if any parts are missing or broken. Use parts intended for WhisperLite only.

KNOW YOUR MSR® MINIWORKS® EX FILTER



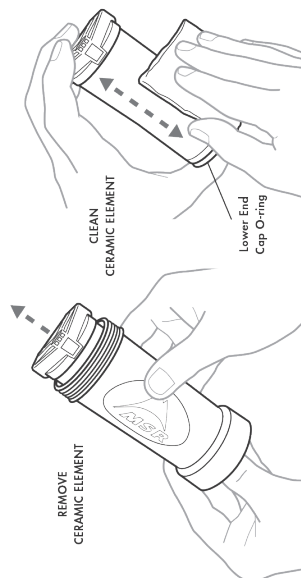
FILTER CLEANING AND MAINTENANCE

The MiniWorks EX requires regular cleaning and maintenance to function properly. Cleaning and maintenance depends on frequency of use and water quality. The Ceramic Element will clog gradually during use, especially when filtering from glacial streams or cloudy water. If necessary, replacement parts can be found in the MSR Water Filter Maintenance Kit, purchased separately from a local or online MSR dealer.

CLEANING THE CERAMIC ELEMENT - AFTER EACH USE

1. Unscrew Pump Head from Housing.
2. Unscrew Clean Side Cover from Housing.
3. Hold Housing and push Ceramic Element out from bottom.
4. Wet Scrubbing Pad with clean water and gently rub the element.
Use even, uniform strokes to clean around the element.
5. Rinse Ceramic Element with clean water and reassemble filter.

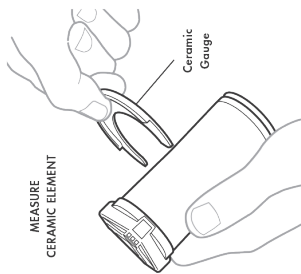
WARNING: Check installation of Lower End Cap O-ring to ensure element is sealed in the Housing.



MEASURING THE CERAMIC ELEMENT

NOTE: MSR recommends measuring the Ceramic Element after each cleaning.

1. Remove Ceramic Gauge from Clean Side Cover.
2. Remove Ceramic Element from Housing. (See "Cleaning the Ceramic Element.")
3. Gently lay gauge on surface of Ceramic Element and slide along its length. (DO NOT FORCE gauge over element. Permanent damage can occur.)
4. Replace Ceramic Element if gauge fits easily over Ceramic Element at any point. (See "Replacing the Ceramic Element.")

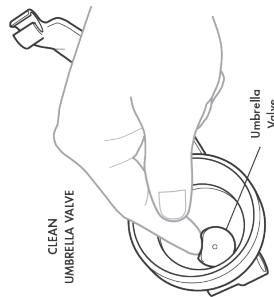


REPLACING THE CERAMIC ELEMENT

Follow removal and reinstallation steps in "Cleaning the Ceramic Element."

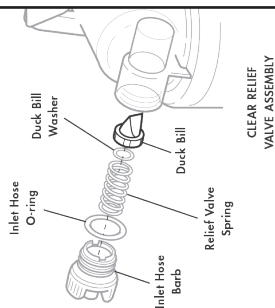
CLEANING THE UMBRELLA VALVE

1. Unscrew Pump Head.
2. Pinch and pull gently to remove Umbrella Valve.
3. Rinse Pump Head and Umbrella Valve thoroughly with clean water.
4. Press Umbrella Valve firmly back into place and reassemble.



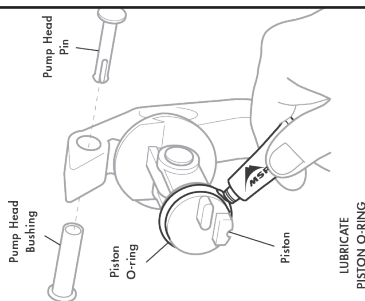
CLEARING THE RELIEF VALVE ASSEMBLY

1. Unscrew Inlet Hose Barb from the Pump Head.
2. Rinse Duck Bill and reassemble. Ensure sequence of Inlet Hose Barb, Inlet Hose O-Ring, Relief Valve Spring, Duck Bill Washer, and Duck Bill.



CLEANING THE INLET FOAM

1. Slide Inlet Cage up the Inlet Hose.
2. Remove Inlet Foam from the Inlet Funnel.
3. Rinse foam in clear water and reinstall parts.



LUBRICATING THE PISTON O-RING

1. Pull out Pump Head Pin and Pump Head Bushing.
2. Remove Handle and Piston.
3. Lubricate Piston O-Ring and reassemble. Use MSR Silicone lubricant, lip balm or petroleum jelly.

SAWYER GRAVITY FILTERS

The Sawyer Gravity Filters provides a lightweight, water purification system ideally suited for groups. This will replace the Jerry Can and the pristine with bladder on selected trips, and will likely be used over the hand pumps on trip, due to the high efficiency of them both in camp and on the move. These filters, like all of our filtration devices, are fragile, despite being enclosed in a hard plastic case, so it is important to take good care of them on our trips. If we do take care of them, the filters are guaranteed a lifespan of 1 million gallons (or 4 million litres) before needing to be replaced. This is possible due to the increased strength of the filtration loops that allows for effective backwashing without damaging the filter membranes. This backwashing system adds years on to the lifespan of the filters and becomes a very economical method for us to clean our drinking water on trip.

HOW TO OPERATE

1. Ensure you have all parts of the Filtration system (Grey-dirty water bag, tubing, filter and Blue-clean water bag)
2. Fill the grey bag with water from a stream, lake, etc. and seal shut. Using a pre-filter will greatly increase the efficiency of your filter!
3. Attach Blue end of filter directly to Blue, clean drinking water bag.
4. Attach and unclamp grey hose to let water run through the line. Once flowing freely, connect the grey bag line to the grey end of filter and hang the grey bag higher than the blue bag (the higher it hangs, the faster it will filter)

BACK WASHING INSTRUCTIONS

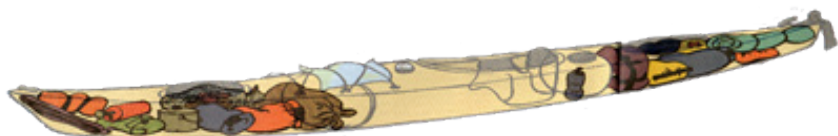
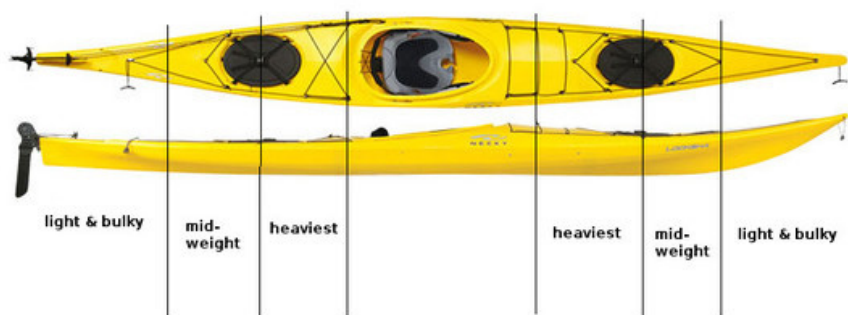
If the filter slows down considerably or stops working, remove the grey bag and hang the blue bag higher than the filter. Gently apply pressure to blue bag, forcing water back through the filter; this is called backwashing the filter. You should only need 100-200 ml to go through the filter for it to be clean and working effectively again. When backwashing, give it a good squeeze right away so there is a little more force on the water from the start, thus washing away more particles from the filter membrane.

*Backwashing will need to be done at least every 5-10 gallons (20-40 L) depending on how dirty your water source is. Luckily this will take just a few seconds once you get the hang of it!

*The filter casing should never be removed to expose the filter membranes, doing so will ruin the filter.

HOW TO PACK A KAYAK

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



KAYAK PADDLES 101

PADDLES

Paddles have three main parts: a shaft, a power face, and a back face. The power face is the side of the paddle blade that catches water when you take a forward stroke, while the back face, of course, is the other side of the blade. From tip to tip, paddles can vary in length from 190 cm to 260cm. Blades also come in a wide range of shapes and sizes.

Paddles are made from a variety of materials. The most common are plastic, fiberglass, carbon fiber or a combination thereof. Plastic paddles offer a decent blend of performance and affordability. Fiberglass paddles are lighter and stiffer. Carbon fiber paddles are the lightest and stiffest paddles.

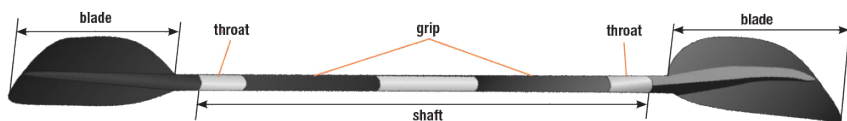
CHOOSING A PADDLE

It is important to identify that there are two different paddling styles: low angle and high angle. These styles correlate to the angle of the paddles shaft in relation to the surface of the water when you take a stroke.

Low angle is the most common paddling style and is used by the vast majority of recreational paddlers out there. Low angle is well suited for longer touring days where the paddler will maintain a low heart rate. Paddles designed for low angle paddling have longer and narrower blades with a dihedral power face (a dihedral power face has a raised center line and two faces that slope away on either side to direct the water around the blade). This makes the paddle easier to pull through the water, but sacrifices power to do so. For low angle paddling you'll also generally choose a longer paddle.

High angle paddling reflects a more aggressive approach to paddling. The strokes require more energy, but they propel the kayak forward more efficiently. Paddles that cater to a high angle style are shorter, have shorter and wider blades with a concave power face that catches more water during the forward stroke.

PARTS OF THE PADDLE



NAVIGATION

Finding and keeping track of position is done by one of two methods; piloting and/or dead reckoning.

PILOTING is the formal name for the usual way of getting around by using known landmarks and references. When landmarks are far away you can use the chart map to plot a line or two lines that intersect by using landmarks in sight.

DEAD RECKONING is a method of finding out where you are by using speed and time. To navigate by dead reckoning, a present position is deduced from the distance and the direction paddled away from a known location. Although it may not be thought of in these formal terms, the navigation of any trip proceeds as a sequence of piloting fixes, with navigation by dead reckoning between the fixes. Starting from a known position, you set off in the direction of your destination at some estimated speed. From this you can deduce how long the trip should take and where you should be at various intermediate times.

TYPES OF COMPASSES

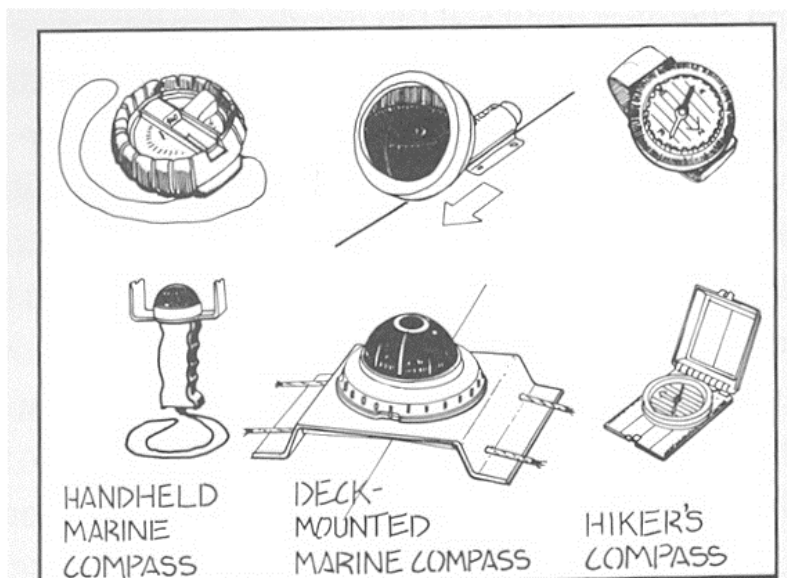


Figure 4-8. Types of compasses: handheld marine compass, deck-mounted marine compass, and hiker's compass.

MARINE NAVIGATION

There are many more factors to consider before going on a coastal trip. Oceans are huge dynamic creatures that can be the most beautiful lamb one minute and, the most ferocious lion the next. The following is a brief list of terms and concepts that will give you a basic knowledge base of marine navigation.

TIDES are caused by the gravitational pull of the moon and sun. It is the vertical rise and fall of the water level. There are semi-diurnal tides meaning 2 high tides, and 2 low tides every 24 hours.

CURRENTS are closely related to tides, but are an independent phenomenon. As tides rise and fall, water is forced through constrictions and around obstacles causing it to accelerate. Tidal currents can range from gentle and unnoticeable, to class IV rapids with nasty whirl pools and boils.

FETCH is the distance which that the wind is in contact with the water with no obstructions. The greater the fetch, the greater the energy transfer and the bigger the waves.

SWELLS are large rolling waves with large wavelengths. They can travel great distances and are caused by storms in other parts of the oceans. Even on calm days, sea swell can reach great heights.

FOG - Radiation Fog is caused by warm air condensing near the cool ground. It is blown away by wind, or burned off by the heat of the sun.

Sea Fog is caused when the earth is warm and the sea is cold. Warm air is blown over the cold water and condenses near the surface. It is not burned off by the sun, and is not blown away by the wind. It can remain “socked in” for days.

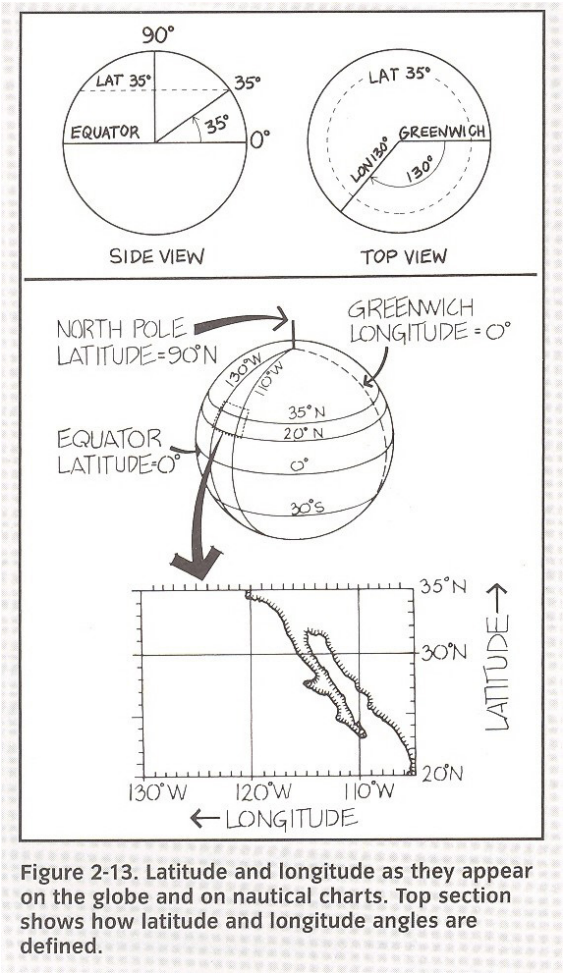
SURF - On shores where there is a shallow gradient, waves can “crash” violently. When the swell hits the bottom, it is forced up and then breaks on to itself. Surf is divided into 3 zones; Swell, Break, and Wash. Surf landings and launchings can be dangerous, and caution should always be exercised.

NAUTICAL CHARTS are maps that show the contour of the ocean floor (depth). They show currents, shoreline profile, inter tidal zones, hazards to navigation, and navigational aids.

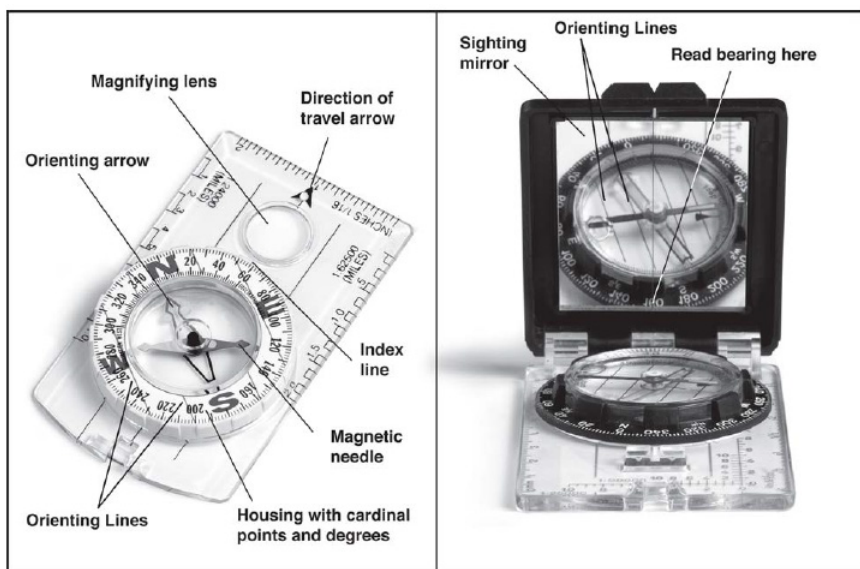
KNOTS are the unit used for measuring speed of wind, currents and travel in a marine setting. 1 knot (Nautical Mile) = 1.6 Statute Miles = 1.8 km. We will paddle around 2 knots per hour. A wind speed of 8 knots is enough to pull us off the water, and a current of 3 knots will produce scary rapids.

LATITUDE, LONGITUDE, AND NAUTICAL MILES

Latitude and longitude designate an invisible grid on a global scale used for specifying locations anywhere on Earth. The latitude of a place tells how far it is north or south of the equator. Its longitude tells how far it is east or west of the Greenwich meridian. Latitude and longitude are expressed in degrees and minutes because they correspond to angular distances on the globe. Beyond locating positions, however, the latitude scale is useful for measuring distances between points. The north-south distance between consecutive latitude degree lines on any chart of any place on the earth is always 60 nautical miles, because this is the way the nautical mile is define.



MAP AND COMPASS REVIEW



PARTS OF THE COMPASS

BEARING - the direction from a base point to a target, indicated in the units 'degrees'.

INTERMEDIATE TARGET - in orienteering, this is an obvious object (large tree, big rock, etc.) that lies exactly in the line between the point you are at and the place you want to go. This target will keep you on your bearing course and speed your movement between intermediate targets en route to your destination point.

TAKING A FIELD BEARING

1. Face the landmark.
2. Hold your compass with the direction of travel arrow pointing to the landmark and level enough to permit the needle to swing freely.
3. Turn the dial of the housing (without changing the position of the compass) until the orienting arrow and lines in the housing are parallel with the magnetic needle, and the red end of the needle is pointing to the letter N on the compass housing.
4. Read the magnetic bearing to the landmark on the dial at the index pointer.

SETTING AND FOLLOWING A BEARING

1. Turn the dial until the bearing (the degree #) you want is shown at the index pointer.
2. Hold the compass in your hand, level enough to permit the magnetic needle to swing freely with the direction of travel arrow pointing straight ahead.
3. Orient the compass and yourself. (Turn yourself around together with the compass, until the red end of the magnetic needle points to the letter N on the dial.)
4. Look at the direction of travel arrow. You are now facing the desired bearing. Look straight ahead, choose an intermediate target in the direction you are facing, then travel in the direction of your bearing.
5. Walk to that landmark without looking at the compass. When you get there repeat steps 2 - 5.

POINTS TO REMEMBER

1. The red end of the needle points to Magnetic North.
2. The direction of travel arrow should always point in the same direction as your nose.
3. Turn your entire body, not just the compass.
4. The red end of the needle must be lined up inside the orienting arrow.
5. Once you have found an object to sight off, don't look at your compass.

DECLINATION

The difference between true north and magnetic north is called 'declination'. In this area, magnetic north is west of true north by ~12 degrees.

- ☐ If you are taking a bearing off of a map and using that bearing in the field you must add those 12 degrees.
- ☐ When taking a field bearing and transferring it to a map use must subtract those 12 degrees.

*** MAP (SMALL THING) TO FIELD (BIG THING) = ADD**

*** FIELD (BIG THING) TO MAP (SMALL THING) = SUBTRACT**

NAUTICAL CHARTS

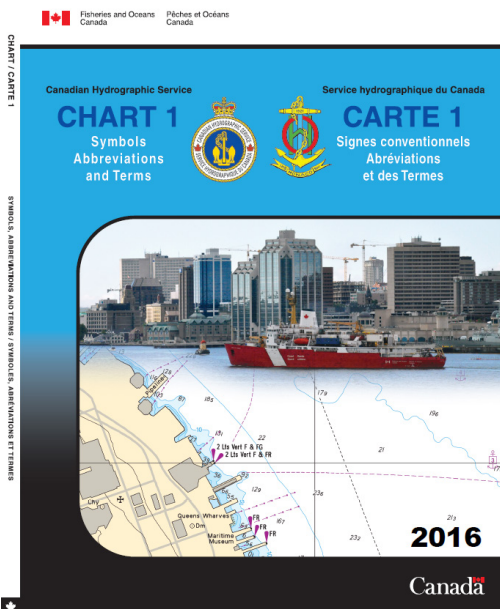
Nautical charts are maps of waterways designed specifically for marine navigation. They show water depths, shoreline composition, extent of the tidal range on the shore, inshore rocks, navigation aids, and the direction that compasses point to in the charted area.

TYPES OF NAUTICAL CHARTS

Charts are generally categorized by their scale; **LARGE-SCALE** charts show a lot of detail over a small geographic area, while **SMALL-SCALE** charts show a lesser amount of detail over a large area. In general, then, mariners would use small-scale charts when on the open seas going from one place to another and would use the largest scale possible for navigating near-shore.

CHART NO. 1

Due to the fact that nautical charts include an incredible amount of information; the number of symbols, abbreviations, and markings can be very overwhelming. Instead of trying to commit all of the information to memory, different resources have been created in order to help boaters. The single best reference when it comes to understanding nautical charts is a document called *Chart No. 1: Symbols, Abbreviations and Terms used on Paper and Electronic Navigational Charts*. This resource is not exactly a read through “cover-to-cover”, but instead is helpful when used as a glossary.



TRAVELING SPEEDS

When discussing traveling speeds on water there are multiple units of measurement that are commonly used.

One can simply continue to use metric or imperial units of speed similar to those that are commonly used on land: **1 KM/HR = 0.62 MPH**

However, charts will also use Nautical Miles per hour.

A nautical mile is based on the circumference of the earth, and is equal to one minute of latitude (exactly 1852 metres). It is slightly more than a statute (land measured) mile (1 nautical mile = 1.1508 statute miles or 1.852 kilometers). Nautical miles are used for charting and navigating.

A **KNOT** is one nautical mile per hour (1 knot = 1.15 mph or 1.85 km/hr).

The term knot dates from the 17th century, when sailors measured the speed of their ship by using a device called a "common log." This device was a coil of rope with uniformly spaced knots, attached to a piece of wood shaped like a slice of pie. The piece of wood was lowered from the back of the ship and allowed to float behind it. The line was allowed to pay out freely from the coil as the piece of wood fell behind the ship for a specific amount of time. When the specified time had passed, the line was pulled in and the number of knots on the rope between the ship and the wood were counted. The speed of the ship was said to be the number of knots counted (Bowditch, 1984).

TRAVELING SPEED (PER HOUR)					
	2 KNOTS	2.5 KNOTS	3 KNOTS	3.5 KNOTS	4 KNOTS
0.1	3 min	2.4 min	2 min	1.7 min	1.5 min
0.2	6 min	4.8 min	4 min	3.4 min	3 min
0.3	9 min	7.2 min	6 min	5.1 min	4.5 min
0.4	12 min	9.6 min	8 min	6.8 min	6 min
0.5	15 min	12 min	10 min	8.5 min	7.5 min
0.6	18 min	14.4 min	12 min	10.2 min	9 min
0.7	21 min	16.8 min	14 min	12 min	10.5 min
0.8	24 min	19.2 min	16 min	13.7 min	12 min
0.9	27 min	21.6 min	18 min	15.4 min	13.5 min
1	30 min	24 min	20 min	17 min	15 min
2	60 min	48 min	40 min	34 min	30 min
3	90 min	72 min	60 min	51 min	45 min
4	120 min	96 min	80 min	68 min	60 min
5	150 min	120 min	100 min	86 min	75 min

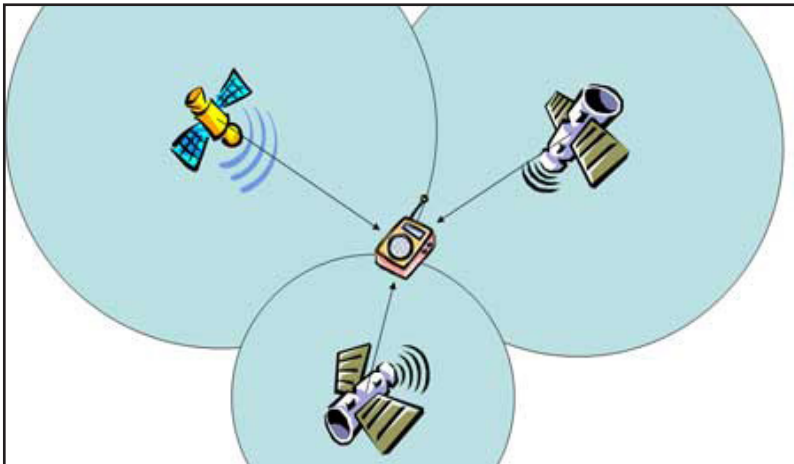
GPS 101

The Global Positioning System (GPS) is a satellite-based navigation system made up of a network of 24 satellites placed into orbit by the U.S. Department of Defense. GPS was originally intended for military applications, but in the 1980s, the government made the system available for civilian use. GPS works in any weather conditions, anywhere in the world, 24 hours a day. There are no subscription fees or setup charges to use GPS.

How it Works

GPS satellites circle the earth twice a day in a very precise orbit and transmit signal information to earth. GPS receivers take this information and use triangulation to calculate the user's exact location. Essentially, the GPS receiver compares the time a signal was transmitted by a satellite with the time it was received. The time difference tells the GPS receiver how far away the satellite is. Now, with distance measurements from a few more satellites, the receiver can determine the user's position and display it on the unit's electronic map.

A GPS receiver must be locked on to the signal of at least three satellites to calculate a 2D position (latitude and longitude) and track movement. With four or more satellites in view, the receiver can determine the user's 3D position (latitude, longitude and altitude). Once the user's position has been determined, the GPS unit can calculate other information, such as speed, bearing, track, trip distance, distance to destination, sunrise and sunset time and more.



GPS CONTINUED...

THE SYSTEM

The 24 satellites that make up the GPS space segment are orbiting the earth about 19,000 kilometres above us. They are constantly moving, making two complete orbits in less than 24 hours. These satellites are travelling at speeds exceeding 11,000 kilometres an hour.

GPS satellites are powered by solar energy. They have backup batteries onboard to keep them running in the event of a solar eclipse, when there's no solar power. Small rocket boosters on each satellite keep them flying in the correct path.

Here are some other interesting facts about the GPS satellites (also called NAVSTAR, the official U.S. Department of Defense name for GPS):

- ☐ The first GPS satellite was launched in 1961.
- ☐ A full constellation of 24 satellites was achieved in 1994.
- ☐ Each satellite is built to last about 10 years. Replacements are constantly being built and launched into orbit.
- ☐ A GPS satellite weighs approximately 2,000 pounds and is about 17 feet across with the solar panels extended.
- ☐ Transmitter power is only 50 watts or less.

WHAT'S THE SIGNAL?

GPS satellites transmit two low power radio signals, designated L1 and L2. Civilian GPS uses the L1 frequency of 1575.42 MHz in the UHF band. The signals travel by line of sight, meaning they will pass through clouds, glass and plastic but will not go through most solid objects such as buildings and mountains.

HOW ACCURATE IS GPS?

Today's GPS receivers are extremely accurate, thanks to their parallel multi-channel design. Garmin's 12 parallel channel receivers are quick to lock onto satellites when first turned on and they maintain strong locks, even in dense foliage or urban settings with tall buildings. Certain atmospheric factors and other sources of error can affect the accuracy of GPS receivers. Garmin® GPS receivers are accurate to within 15 meters on average.

USEFUL KNOTS

As in Knots the knot...not knot the speed....and most certainly not knots on a tree...

BOWLINE

One of the most useful knots you can know. The bowline forms a secure loop that will not jam and is easy to tie and untie.

Form an eye in the rope with the standing part of the rope running underneath. Run the free end up through the eye making a loop below the eye.

Take a turn around the standing part and feed the free end back down into the eye and hold there. Pull standing part to tighten down the knot.



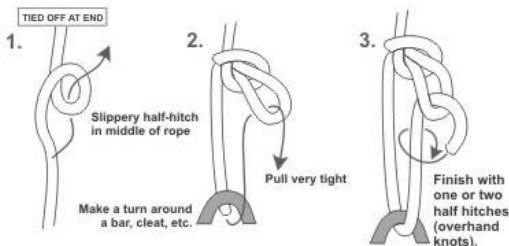
© Copyright 2005 John E. Sherry

www.netknots.com

TRUCKER'S HITCH

The Trucker's Hitch is one of those knots that once you learn it, you wonder how you ever got along without it!

Use this knot to cinch down a load on your car top, boat, horseback, you name it. This combination of knots allows a line to be pulled tight as a guitar string!



Tie off one end of rope. Lay rope over load to be tied down. Tie a slippery half hitch in the middle of the line to form a small loop. With free end make a turn around a fitting and bring the free end back up to the loop in the line. Feed through and pull line very tight. Secure the knot with the tension in the line with one or two half hitches (over hand knots) tied snug to the loop.

© Copyright 2005 John E. Sherry

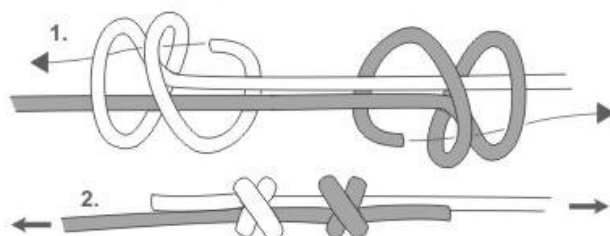
www.netknots.com

USEFUL KNOTS CONTINUED...

DOUBLE FISHERMAN'S

The Double Fisherman's Knot securely ties two ropes together or can be used to tie the ends of rope or cord together to form loops.

Another use for this knot is to make another knot more secure by tying this knot with the tag end of the rope behind another knot, a practice common to mountain climbers. In that case, you are effectively tying one half of the Double Fisherman's around the standing line of the other knot.



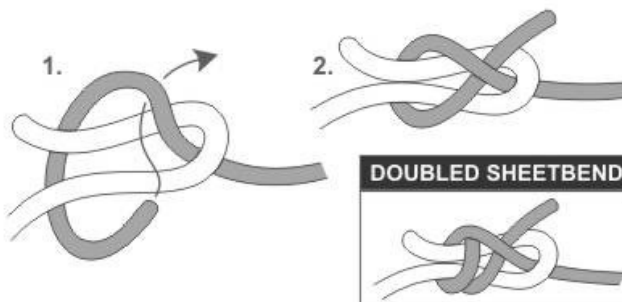
© Copyright 2005 John E. Sherry

www.netknots.com

SHEET BEND

The Sheet Bend is a good knot for tying two lines together. Strong and easy to tie, it works particularly well joining lines of differing sizes.

In it's doubled form, this knot will even hold in slippery nylon rope. Not for use by climbers though.



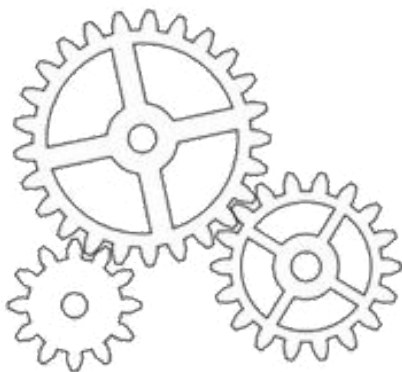
© Copyright 2005 John E. Sherry

www.netknots.com

LEADERSHIP, TEACHING AND GROUP DYNAMICS LESSON RESOURCES

THIS SECTION CONTAINS:

- ☐ Expedition Behaviour
- ☐ Teamwork
- ☐ Team Strength Type
- ☐ Effective Communication
- ☐ Feedback
- ☐ Resolving Conflict
- ☐ Stress Management
- ☐ Developing Judgment
- ☐ Crisis Management
- ☐ Teaching Styles
- ☐ Teaching Lessons
- ☐ Group Development and Dynamics
- ☐ Leadership
- ☐ KIC Leader Checklists



EXPEDITION BEHAVIOR

NOLS Wilderness Guide

Simply, poor expedition behavior is a breakdown in human relations caused by selfishness, rationalization, ignorance of personal faults, dodging blame or responsibility, physical weakness, and in extreme cases, not being able to risk one's own survival to insure that of a companion.

We are not talking about liking each other, but simply getting along and working cooperatively.

There are lots of words and terms to describe the human interactions on an outdoor expedition: process skills, soft skills, people skills, etc. Expeditions with moderate talent but good expedition behavior can achieve greater things than bilious expeditions with all the talent in the world. Perhaps the first tenet of good expedition behavior is that individuals' basic needs must be met before they can be expected to function at a high level and work well with the group. The basic human needs are food, water, shelter, and a feeling of security. Expedition behavior requires flexibility, courtesy and politeness, self-awareness, (self-awareness comes from reflection and the humility to admit and change your imperfections.) The concept of team and teamwork on outdoor expeditions should be reinforced here. We do not do it alone out there unless we are traveling solo. In the backcountry, a group of disparate personalities, bodies of different sizes and shapes, varying hopes, fears, and feeling of security. In other words, be sure that what might seem an attitude problem with one of your teammates is not just a matter of fatigue, dehydration, hunger, or fear. After the basic needs of the human organism are met, good expedition behavior springs from all the most decent of human traits: respectfulness, flexibility, tolerance of others, courtesy, politeness, direct communication, self-awareness, open heartedness, teamwork, sharing, and selflessness.

That is quite a laundry list of traits, but what they describe is really just simple decency along with thoughtfulness. The success, health, and morale of the team matter so much on expeditions that putting the group before your own needs and acting selflessly is a way to ensure the success of the trip.

TEAM WORK

A team is “a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

Working through a problem to find a solution that everyone can live with . . .

THE THREE C'S

- ☐ **COMMITMENT:** to finding an answer.
- ☐ **COOPERATION:** working together for a common benefit.
- ☐ **COMPROMISE:** being flexible. Each person giving a little to reach the final solution.

THE THREE R'S

- ☐ **RESPECT:** showing you value yourself and others
- ☐ **RIGHTS:** not violating the rights of others
- ☐ **RESPONSIBILITY:** taking responsibility for your action, not blaming the other person.

TEAM STRENGTH TYPE

Rate your preference for **A & B** by giving a score from 0-5 (0 low, 5 high). Make sure that scores for a & b add up to 5 (i.e. 0 & 5 or 2 & 3). Rate quickly based on the way you feel now.

I PREFER:

1A___making decisions after finding out what others think.

1B___making decisions without checking with others.

2A___using facts and analysis to make decisions about people at my work.

2B___using feelings and an understanding of people's expectations to make decisions about people at my work.

3A___quiet, thoughtful time alone.

3B___active energetic time with people.

4A___making conclusions based on unemotional logic and careful analysis.

4B___making conclusions based on what I feel and believe about people from past experiences.

5A___talking awhile and then thinking to myself about the subject.

5B___talking freely for an extended period and thinking to myself at a later time.

6A___being thought of as a thinking person.

6B___being thought of as a feeling person.

7A___inner thoughts and feelings others cannot see.

7B___activities and events in which others join.

8A___helping others make logical decisions.

8B___helping others explore their feelings.

9A___communicating little of my inner thoughts and feelings

9B___communicating freely my inner thoughts and feelings

10A___using data, analysis, and reasons to make decisions

10B___using common sense and beliefs to make decisions.

11A__being alone or with one person I know well

11B__meeting new people

12A__conclusions that can be proved with facts

12B__beliefs and opinions

13A__puzzling out issues in my mind, then sharing the results with another person.

13B__discussing a new, different issue at length in a group

14A__dealing with logical people

14B__dealing with feeling people

15A__being reserved

15B__being the centre of attention

16A__using my ability to analyze situations

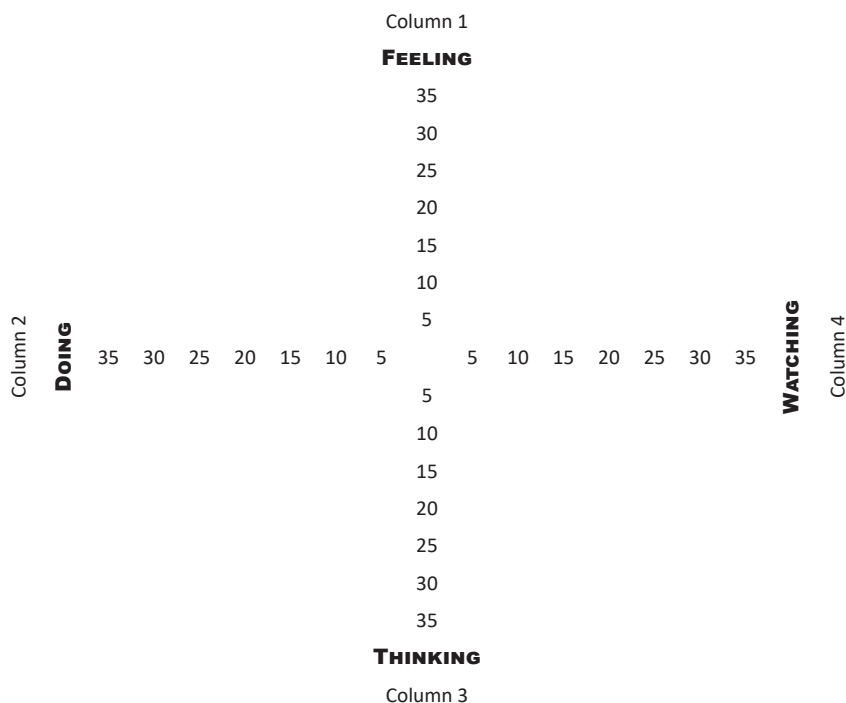
16B__experiencing discussions, movies and / or emotional situations to develop my thoughts about situations.

TEAM STRENGTH TYPE

TRANSFER YOUR SCORES TO THE CHARTS BELOW.

	Column 1		Column 2		Column 3		Column 4
1A		1B		2A		2B	
3A		3B		4A		4B	
5A		5B		6A		6B	
7A		7B		8A		8B	
9A		9B		10A		10B	
11A		11B		12A		12B	
13A		13B		14A		14B	
15A		15B		16A		16B	
Total		Total		Total		Total	

Take your **TOTAL SCORES** for each column and put a dot on the line for that column. Connect the dots so you get a diamond shape. The shape placement of your diamond will show you your strength in each area.



EFFECTIVE COMMUNICATION AND HEALTHY RELATIONSHIPS

by Phil Rich, Ed.D., MSW

Communication involves almost every aspect of our interactions with others; for this reason, communication and relationships are inseparably connected. You can not have a relationship with someone without communicating with them.

Communication involves how we express our thoughts, ideas, and feelings to others, including what we say and how we say it. But when we communicate with others, we also communicate attitudes, values, priorities, and beliefs. No matter what we actually say to other people in words, we also send messages about what we think of them, what we think of ourselves, and whether or not we are being sincere and genuine in what we say. Our non-verbal communication -- those things we do not say with words, but with our gestures, our facial expressions, and our attitude -- speak volumes.

TWO WAY TRAFFIC

What we say and do, and how we say and do it, directly shapes how people experience us. In fact, many times, the opinions people form about us are based on the way we communicate. It also directly influences how they communicate in return. In other words, communication is a two-way street.

COMMUNICATION IN THE REAL WORLD

Communication can be clear or vague, open or guarded, honest or dishonest, it can even be spoken or non-spoken, but there is no such thing as “non” communication. In fact, virtually everything we do in the company of others communicates something. Our body language, facial expressions, tone of voice, and level of interest (or disinterest) communicate something to the perceptive observer.

Because our ideas and interests are transmitted to other people through the way we communicate, we are more apt to get our needs met if we are effective communicators. The problem is that often we think we are communicating one thing but are actually communicating something quite different, or we are communicating so poorly that no one quite understands what is we are trying to say.

INEFFECTIVE COMMUNICATION

Ineffective communication is characterized by one or more the following elements:

- ☐ Indirect (does not get to the point, never clearly states purpose/intention)
- ☐ Passive (timid and reserved)
- ☐ Antagonistic (angry, aggressive, or hostile tone)
- ☐ Cryptic (underlying message or purpose is obscured and requires interpretation)
- ☐ Hidden (true agenda is never stated directly)

ONE WAY (MORE TALK THAN LISTENING)

- ☐ Non-verbal (meaning is communicated through body language and behaviors, not words)
- ☐ Unresponsive (little interest in the perspective or needs of the other person)
- ☐ Off base (responses and needs of the other person are misunderstood and misinterpreted)
- ☐ Dishonest (dishonest statements are substituted for true feelings, thoughts, and needs)

EFFECTIVE COMMUNICATION

- ☐ On the other hand, effective communication is:
- ☐ Direct (to-the-point, leaving no doubt as to meaning or purpose)
- ☐ Assertive (not afraid to state what is wanted or why)
- ☐ Congenial (affable and friendly)
- ☐ Clear (underlying issues are clear)
- ☐ Open (no intentionally hidden messages or meaning)
- ☐ Verbal (words are used to clearly express ideas)
- ☐ Two way (equal amounts of talking and listening)
- ☐ Responsive (attention paid to the needs and perspective of the other person)
- ☐ On Track (correctly interprets responses and need of the other person)
- ☐ Honest (true feelings, thoughts, and needs are stated)
- ☐ Communication in Important Relationships
- ☐ Effective communication is essential in day-to-day life, and especially so in important relationships.
- ☐ Put a premium on openness. Find ways to be honest, express your feelings, and share ideas.
- ☐ Share your problems. Sharing the good times and the bad times is important in relationships, and serves to deepen and strengthen relationships and communication within them.
- ☐ Share your daily life. Share those things in your life that are mildly interesting, funny, sad, or affect you in some way. Find a way to connect with others, sharing your life with them and allowing them to share their lives with you.
- ☐ Avoid verbally bruising other people. Refrain from insults, put-downs, and expressions of disgust, and avoid generalizations which are not only stereotypes, but often hurt.
- ☐ Boost self-esteem, do not crush it. When it comes to relationship building, naming someone's deficiencies or failures is rarely as effective as praise. Focus on each other's positive traits. Find something good to say, catch each other doing something right, and help build self confidence and self esteem.

FEEDBACK

How does the idea of giving or receiving feedback make you feel? Most people feel pretty nervous; they are afraid that they will either hurt other people's feelings, or be hurt themselves.

Learning to give and receive personal feedback is an invaluable skill that is essential for any successful leader.

POINTERS FOR GIVING SUCCESSFUL FEEDBACK:

- ☐ Provide both positive and constructive feedback
- ☐ Be specific
- ☐ Address the behaviour, not the person
- ☐ Be timely - As soon as possible, At an appropriate time
- ☐ Provide a "How to Fix" action plan
- ☐ Stop the process if either person becomes unable to handle it. Make plans to continue later.

POINTERS FOR RECEIVING FEEDBACK:

- ☐ Keep an open mind
- ☐ Ask for clarification
- ☐ Remember that you are not personally being attacked
- ☐ Ask for a time out if needed

CONFLICT RESOLUTION

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

WHAT TO DO

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

STEPS To RESOLVING CONFLICT

STEP 1

Person #1: **TELL YOUR SIDE** of the story

- ☐ State only the Facts
- ☐ Describe WHAT happened...NOT WHY it happened
- ☐ Use "I" statements
- ☐ Be respectful

Person #2: **LISTEN ACTIVELY**

- ☐ Ask questions to clarify
- ☐ When the person is finished, repeat what you heard
- ☐ Please DO NOT change, or add anything

STEP 2:

REPEAT STEP 1 with roles reversed

STEP 3:

Mediator **CLARIFIES THE CONFLICT**

STEP 4:

Everyone expresses **FEELINGS** (take turns)

- ☐ What did/do you feel?
- ☐ How would you rather feel?
- ☐ What are your needs? Hopes?

STEP 5:

How can we **SOLVE** this problem?

STEP 6:

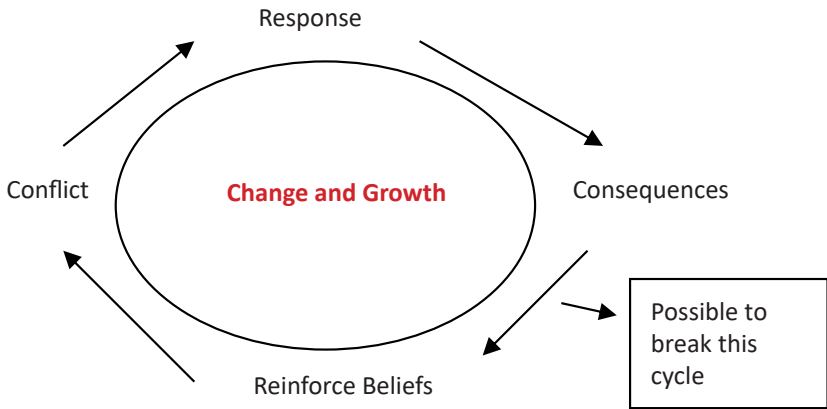
Select a **WIN/WIN** solution

STEP 7:

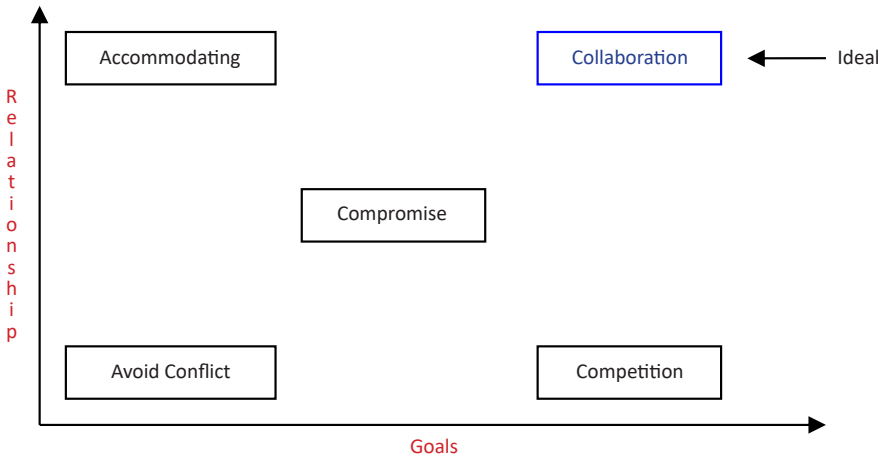
Agree on a **FOLLOW-UP** plan

VISUALIZING CONFLICT

THE CONFLICT CYCLE



DEALING WITH CONFLICT



STRESS MANAGEMENT

Stress can impact every element of your life. Including but not limited to social life (family, friends and relationships), academic achievements, professional achievements, physical and emotional well-being.

Unfortunately, there really is not a way to escape stress (even leaving on a 30-day kayaking trip). So because of this, it is important to recognize stress and learn how to properly manage it.

HOW TO REDUCE, PREVENT, AND COPE WITH STRESS

It may seem that there is nothing you can do about your stress level. But you have a lot more control than you might think. In fact, the simple realization that you are in control of your life is the foundation of stress management.

Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on.

- ☐ Identify sources of stress
- ☐ Look at how you cope with stress
- ☐ Avoid unnecessary stress
- ☐ Alter the situation
- ☐ Adapt to the stressor
- ☐ Accept the things you can not change
- ☐ Make time for fun and relaxation
- ☐ Adopt a healthy lifestyle
- ☐ Related links

IDENTIFY THE SOURCES OF STRESS IN YOUR LIFE

Stress management starts with identifying the sources of stress in your life. This is not as easy as it sounds. Your true sources of stress are not always obvious, and it is all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, you may know that you are constantly worried about work deadlines. But maybe it is your procrastination, rather than the actual job demands, that leads to deadline stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- ☐ Do you explain away stress as temporary (“I just have a million things going on right now”) even though you can not remember the last time you took a breather?
- ☐ Do you define stress as an integral part of your work or home life (“Things are always crazy around here”) or as a part of your personality (“I have a lot of nervous energy, that’s all”).
- ☐ Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?
- ☐ Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

START A STRESS JOURNAL

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- ☐ What caused your stress (make a guess if you are unsure).
- ☐ How you felt, both physically and emotionally.
- ☐ How you acted in response.
- ☐ What you did to make yourself feel better.

LOOK AT HOW YOU CURRENTLY COPE WITH STRESS

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping strategies healthy or unhealthy, helpful or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

UNHEALTHY WAYS OF COPING WITH STRESS

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

- ☐ Smoking
- ☐ Drinking too much
- ☐ Overeating or under eating
- ☐ Zoning out for hours in front of the TV or computer
- ☐ Withdrawing from friends, family, and activities
- ☐ Using pills or drugs to relax
- ☐ Sleeping too much
- ☐ Procrastinating
- ☐ Filling up every minute of the day to avoid facing problems
- ☐ Taking out your stress on others (lashing out, angry outbursts, physical violence)

LEARNING HEALTHIER WAYS TO MANAGE STRESS

If your methods of coping with stress are not contributing to your greater emotional and physical health, it is time to find healthier ones. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. When deciding which option to choose, it is helpful to think of the four A's: avoid, alter, adapt, or accept. Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

DEALING WITH STRESSFUL SITUATIONS: THE FOUR A'S

Change the situation:

- ☐ **AVOID** the stressor.
- ☐ **ALTER** the stressor.

Change your reaction:

- ☐ **ADAPT** to the stressor.
- ☐ **ACCEPT** the stressor.

STRATEGY #1: AVOID UNNECESSARY STRESS

Not all stress can be avoided, and it is not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.

- ☐ Learn how to say “no” – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept needless added responsibilities. Taking on more than you can handle is a surefire recipe for stress.
- ☐ Avoid hot-button topics – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it is the topic of discussion.
- ☐ Pare down your to-do list – Analyze your schedule, responsibilities, and daily tasks. If you have got too much on your plate, distinguish between the “shoulds” and the “musts.” Drop tasks that are not truly necessary to the bottom of the list or eliminate them entirely.

STRATEGY #2: ALTER THE SITUATION

If you can not avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem does not present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

- ☐ Express your feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way. If you do not voice your feelings, resentment will build and the situation will likely remain the same.
- ☐ Be willing to compromise. When you ask someone to change their behaviour, be willing to do the same.
- ☐ Be more assertive. Deal with problems head on.
- ☐ Manage your time better. Poor time management can cause a lot of stress. If you plan ahead and make sure you do not overextend yourself, you can alter the amount of stress you are under.

STRATEGY #3: ADAPT TO THE STRESSOR

If you can not change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- ☐ Reframe problems. Try to view stressful situations from a more positive perspective. Rather than fuming about being weathered in and not being on schedule, see it as an opportunity for some group bonding.
- ☐ Look at the big picture. Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- ☐ Adjust your standards. Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”
- ☐ Focus on the positive. When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.
- ☐ Adjusting Your Attitude. How you think can have a profound affect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good; the reverse is also true. Eliminate words such as “always,” “never,” “should,” and “must.” These are telltale marks of self-defeating thoughts.

STRATEGY #4: ACCEPT THE THINGS YOU CAN NOT CHANGE

Some sources of stress are unavoidable. Sometimes the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it is easier than railing against a situation you can not change.

- ☐ Do not try to control the uncontrollable. Many things in life are beyond our control— particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- ☐ Look for the upside. As the saying goes, “What does not kill us makes us stronger.” When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.

- ☐ Share your feelings. Expressing what you are going through can be very cathartic, even if there is nothing you can do to alter the stressful situation.
- ☐ Learn to forgive. Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

STRATEGY #5: MAKE TIME FOR FUN AND RELAXATION

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you will be in a better place to handle life's stressors when they inevitably come.

HEALTHY WAYS TO RELAX AND RECHARGE

- ☐ Go for a walk.
- ☐ Look around you at the nature you are in.
- ☐ Talk to a good friend.
- ☐ Sweat out tension with a good workout.
- ☐ Write in your journal.
- ☐ Have a swim.
- ☐ Have something warm to drink.
- ☐ Bake something.
- ☐ Play a group game.

LEARN THE RELAXATION RESPONSE

You can control your stress levels with relaxation techniques that evoke the body's relaxation response, a state of restfulness that is the opposite of the stress response. Regularly practicing these techniques will build your physical and emotional resilience, heal your body, and boost your overall feelings of joy and equanimity.

GENERAL COMMENTS

- ☐ Do not get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.
- ☐ Set aside relaxation time. Include rest and relaxation in your daily schedule. Do not allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- ☐ Connect with others. Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.
- ☐ Do something you enjoy every day. Make time for leisure activities and the moments that bring you joy.
- ☐ Keep your sense of humor. This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

STRATEGY #6: ADOPT A HEALTHY LIFESTYLE

- ☐ You can increase your resistance to stress by strengthening your physical health.
- ☐ Exercise regularly. Try and do this before, during and after a trip.
- ☐ Maintain a healthy diet. Well-nourished bodies are better prepared to cope with stress; so be mindful of what you eat.
- ☐ Reduce caffeine and sugar.
- ☐ Get enough sleep. Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

DEVELOPING JUDGMENT

JUDGMENT: An informed opinion based on numerous past experiences.

Experience alone does not develop judgment: careful reflection on experience does. Learning judgment, assessing priorities, is as important as perfecting techniques; in fact, the teaching of techniques without commensurate judgment can be dangerous.

Situational judgment is what teaches people to think for themselves. We need to problem-solve with great foresight, not great hindsight.

As stress increases, the quality of decisions made decreases. Due to the uncertainty and adversity leaders can become too rigid, too flexible, non inquisitive or hyperactive.

Part of learning good judgment is being knowledgeable about the gain/loss of a given activity. It is OK to take risks, but only if the likelihood of a serious accident is very low.

Knowing that things can and do go wrong is part of good judgment. Looking at the probability of occurrence and severity of consequences from a KIC Review will help you prepare and make informed decisions about the risks involved on this trip.

	High Probability	Low Probability
High Severity	STOP	STOP/GO?
Low Severity	STOP/GO?	GO

MANAGING HAZARDS

HAZARD	PROBABILITY OF OCCURRENCE			SEVERITY OF CONSEQUENCES		
Driving Hazards						
Fatigue		occasional		severe		
Other drivers			rare	severe		
Mechanical			rare			minor
Trailer towing		occasional			moderate	
Road conditions		occasional		severe		
Wildlife		occasional				
Isolation	often					
Vehicle accident			rare	severe		
Environment						
Cold water	often				moderate	
Strong winds		occasional			moderate	
Cold Air Temps		occasional			moderate	
Locate fresh water		occasional				minor
Tides	often				moderate	
Landing zones		occasional			moderate	
Currents	often				moderate	
Sea swells		occasional			moderate	
Exposed crossings		occasional		severe		
Isolation	often				moderate	
Extreme weather		occasional		severe		
Human						
Hypothermia		occasional		severe		
Hyperthermia		occasional		severe		
Drowning			rare	severe		
Blisters	often					minor
Cold		occasional				minor
Flu		occasional			moderate	
Burns		occasional		severe		
Head injury			rare	severe		
Sprains			rare			minor
Fracture			rare			
Hygienic issues		occasional				minor
Bee stings			rare		moderate	
Other						
Group moral		occasional				minor
Group conflict	often					minor

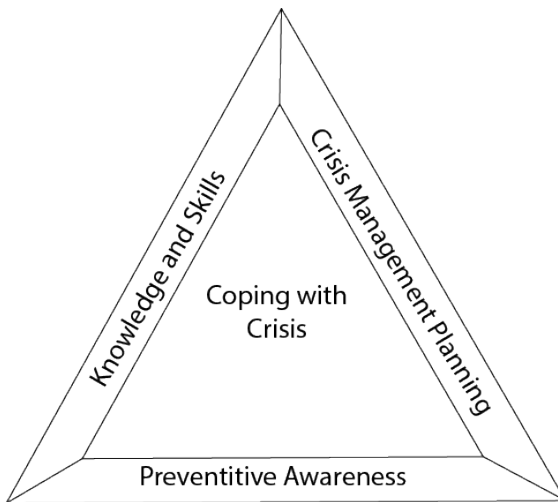
CRISIS MANAGEMENT

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

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

COPING WITH CRISIS

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



KNOWLEDGE AND SKILLS

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

PREVENTATIVE AWARENESS

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

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

CRISIS MANAGEMENT PLANNING

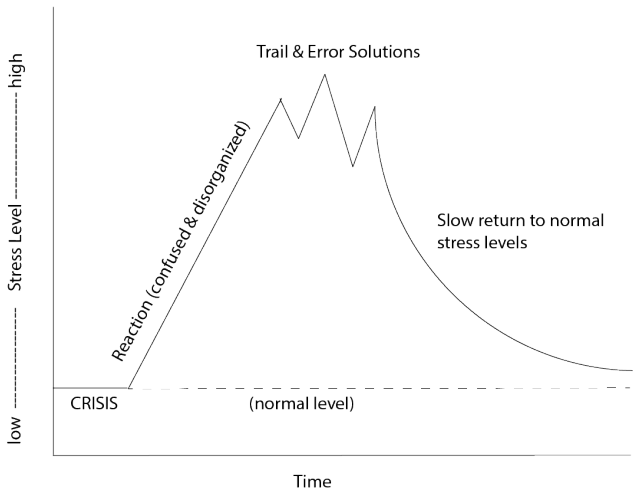
To be prepared to cope with a wilderness crisis one must also have a clear idea about what should happen when a crisis does arise. This is where having pre-set protocols becomes essential. Many outdoor organizations will have multiple protocols for multiple things. However, regardless of the provider,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

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

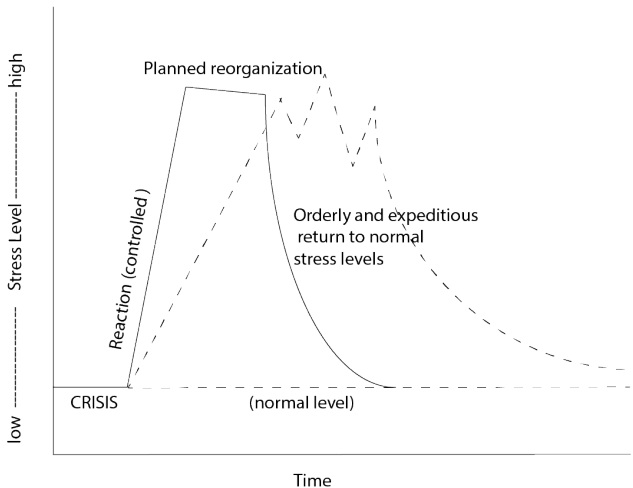
CRISIS MANAGEMENT MODELS

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

Profile of an Unmanaged Crisis



Profile of a Managed Crisis



HELPING A PERSON IN A CRISIS

When trying to help someone who is experiencing a crisis it can be extremely beneficial to understand what is happening to that person - not only in terms of the situation they are in, but also psychologically/physically.

“THREE-PART” ANATOMY OF A BRAIN

Some (not all) neuroscientists believe that one of the central facts about your brain that is key to understanding how it operates in a crisis is that your brain has a triunal structure (three-parts).

Yes there are many anatomical parts to the human brain, and yes, you only have ONE physical brain.... However, when discussing human behaviour and trying to understand why people do or do not do certain things, it can be helpful to view the brain as a simplified “three part system”.

- 1) The cerebellum, or brain stem: Sometimes referred to as the “lower”, “primitive” or “reptilian” brain. Even after millions of years, it is still similar in structure to the brain of non-mammalian animals and it controls all of the metabolic processes essential for survival (respiratory rate, pulse, digestion, temperature etc). It also controls the fight, freeze or flee responses when confronted with a crisis.
- 2) The limbic system is in the mid area of the brain. It functions much like the brains found in other mammals and is responsible for emotional reactions. So whether you are a horned ungulate in a grassland butting heads in competition, or slowly getting red from anger as you pick up all of the pieces left over from that nice pair of shoes that your dog just chewed apart, it is this part of the brain that is doing most of the driving.
- 3) Finally, located on top of your brain is the six-layered neocortex, which is part of the cerebral cortex and is involved in higher-order functions that we associate with being human, such as language, spatial reasoning and logic.

PLEASE KEEP A FEW THINGS IN MIND

- ☐ The different “layers” of the brain do not function separately. They influence each other. This is why thinking about an emotional experience can trigger physiological (increase heart rate) and emotional (sadness) responses.
- ☐ In fact, often actual brain function requires multiple (sometimes all) “parts” of the brain to work together. This three part thing is really just a way to simplify it and historically was developed to try and explain the evolution of the human brain compared to other animals.

YOUR BRAIN ON CRISIS

You see someone getting upset. They are red in the face, they are sweating, they begin pacing and frothing at the mouth (well maybe not). What is the first thing everyone wants to tell them?...."Hey buddy, CALM DOWN!"

Here lies the problem...they can not. It is not that they "will not" or they "do not want to" ...they physically/cognitively can not.

When a person is faced with an unknown situation of high stress there are many physiological responses that occur. One of which is the release of Catecholamines. These are hormones made by the adrenal glands, including dopamine; norepinephrine; and epinephrine.

When these chemicals react with the brain a few things happen including:

- ☐ increase heart rate
- ☐ increase respiratory rate
- ☐ decrease communication skills
- ☐ decrease logical/rational thinking

At this point this person is in a true "CRISIS PHASE".

So when "Buddy" (who is now in a crisis phase) is asked to "CALM DOWN" there are many things happening inside his brain that will not actually allow that to happen until things change on a chemical scale.

CRISIS CYCLE

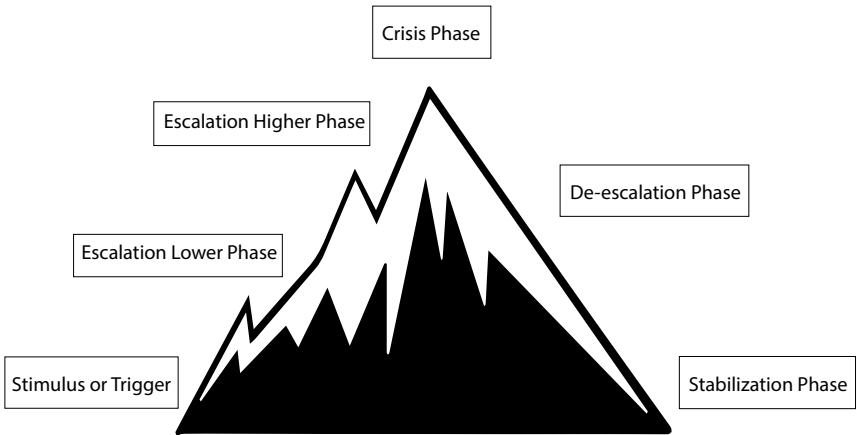
Before someone reaches the “crisis phase” there are several things that need to happen.

1. A trigger or stimulus creates an unwanted or uncomfortable situation
2. There is an escalation of events or there is no change in the situation. This results in an onset of primary emotions. Primary emotions are the emotions that a person is born with. They are hardwired into the brain. That wiring causes your body to react in certain ways. Although there is some discrepancy over what the primary emotions actually are, lots of research agrees on the following: happiness, sadness, disgust, fear, surprise and anger.
3. The escalation continues into a higher phase. This usually results in the development of secondary emotions. Secondary emotions are an emotional reaction to an emotion. For example, feeling shame because someone just had an angry outburst.
4. If escalation continues the person will enter the crisis phase. As previously mentioned at this point the brain has become oversaturated with catecholamines - reducing the person's ability to think rationally, communicate effectively, and make any form of sound judgement.
5. Following the crisis phase there is a de-escalation phase. There is a chance of another spike in emotions so great care needs to be taken.
6. Finally a stabilization phase occurs which is a return to a “normal” state of wellbeing and comfort.

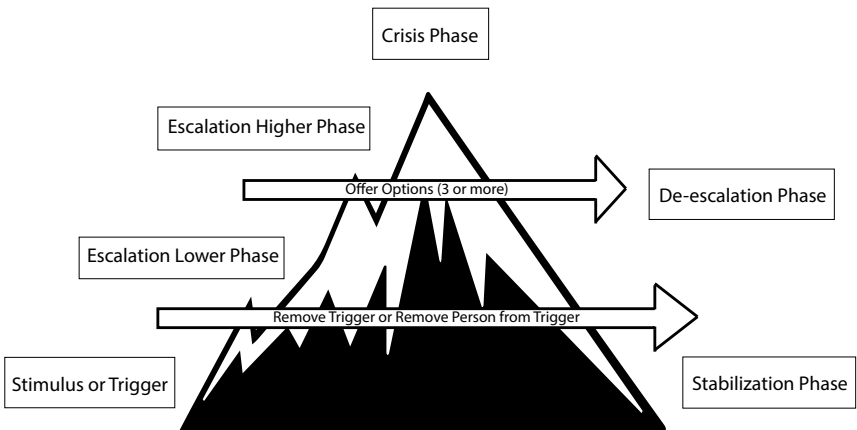
MANAGING THE CRISIS CYCLE

- ☐ The best and fastest way to avoid escalation into a crisis is to remove the stimulus/trigger or remove the person from the stimulus/trigger.
- ☐ If a person has escalated, however, they have not yet reached an actual “crisis”, providing options to that person as well as justifying their emotions can help begin a de-escalation while the person is still receptive to logical reasoning.
- ☐ If a person reaches the crisis phase - it is important for people providing care to remember to RESPOND and not REACT when interacting. At this point: time, a feeling of safety, caring, and rapport will help the person begin to de-escalate

CRISIS CYCLE



CRISIS CYCLE: MANAGED



RAPPORT: One of the most important techniques to use when working with someone in a crisis phase is RAPPORT. If a person has a positive rapport (or they are able to quickly establish a rapport) then they can help de-escalate much faster. Think about rapport as a piggy-bank. Overtime, if you are able to make deposits then eventually you are able to “make a withdrawal” that is big enough to make a difference.

TEACHING STYLES WHILE LEADING

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

COMMAND

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

TASK

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

RECIPROCAL

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

GUIDED DISCOVERY

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

PROBLEM SOLVING

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

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

TEACHING LESSONS

INDIVIDUAL DIFFERENCES IN LEARNING

Remember we do not all think the same!

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

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

THE THINKER

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

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

THE DOER

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

THE WATCHER

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

THE FEELER

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

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

TEACHING A SKILL LESSON

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

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

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

E - Explain clearly, and give points to remember

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

S - Summarize, hammer home the key points

THINGS TO THINK ABOUT...

THE TEACHER

- ☐ Prepared
- ☐ Flexible
- ☐ Aware
- ☐ Excited
- ☐ Good Communication

THE CLASSROOM

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

THE STUDENTS

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

THE LESSON

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

TEACHING LESSONS

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

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

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

THE PREPARATORY PHASE

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

THE EXECUTION PHASE

The execution phase can be divided into two parts:

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

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

THE FOLLOW-THROUGH PHASE

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

A MIND BLOWING MOMENT

When teaching a kayak forward or backward stroke it is important to remember that one stroke refers to one side/one paddle blade. If you look at two successive strokes (one per side) the prep phase on the left is in fact the execution phase on the right and the critical instant on the left is in fact the follow through on the right.

SKILL BREAKDOWN EXAMPLE: FORWARD KAYAK STROKE (LEFT)

PHASE	EXPLANATION FOR PHASE OF MOVEMENT
PREPARATION	<p>Description: The paddler rotates their torso (aka winding up), turning their shoulders away from the side they are paddling on. Paddler extends their left arm, reaching as far as possible without leaning forward. Left blade is fully submerged.</p>
	<p>Common Mistakes:</p> <ul style="list-style-type: none"> - limited torso rotation - over-flexion of torso (bending forward) - only tip of blade is submerged
	<p>Tips and Tricks:</p> <ul style="list-style-type: none"> - really concentrate on a “winding up” or “loading” motion (ex loading a spring) - remember to “reach for your toes” as you place the blade in the water
EXECUTION	<p>Description:</p> <p>Critical Instant: With the blade fully submerged, the paddle “grabs” as much water as possible with the blade.</p>
	<p>Force Producing: The paddler rotates their torso back to neutral position (unwinds), while pulling the paddle blade through the water</p>
	<p>Common Mistakes:</p> <ul style="list-style-type: none"> - pulls arm back without rotating core - plunges the paddle blade too deep into the water
FOLLOW-THROUGH	<p>Tips and Tricks:</p> <ul style="list-style-type: none"> - maintain the body-arm-paddle box (or visualize holding a beachball) - follow the path of the paddle with your chest and head (without turning neck)
	<p>Description:</p> <ul style="list-style-type: none"> - paddler slices the blade up and out of the water at approximately their hip
	<p>Common Mistakes:</p> <ul style="list-style-type: none"> - paddle is removed too early (knee) or too late (behind the paddler). - blade is removed with a “scooping” motion resulting in lifting the water up
FOLLOW-THROUGH	<p>Tips and Tricks:</p> <ul style="list-style-type: none"> - remember the mantra “tip to hip”

UNIVERSAL DESIGN FOR LEARNING (UDL)

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

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

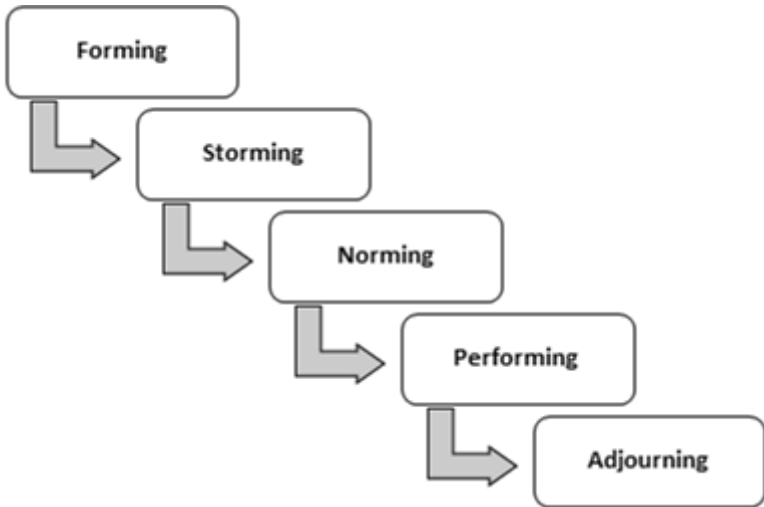
- ☐ UDL was inspired by work in architecture on the planning of buildings with a view to accessibility for people with physical disabilities. Architects observed that the added improvements facilitated access for all users, not just people with physical disabilities. An access ramp, for instance, provides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

CORE CONCEPTS OF UDL CAN BE SUMMARIZED AS:

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

GROUP DEVELOPMENT AND DYNAMICS

Many researchers have tried to order, number and name the stages of group development. One of the most popular and widely accepted models was a four-stage organization developed by Bruce Tuckman in 1965 (a fifth stage was added in the 1970s). Tuckman's eventual five stages of group development included: Forming, Storming, Norming, Performing, and Adjourning.



FORMING

Teams initially go through the “forming” stage in which group members are positive and polite. Behaviour is driven by a desire to be accepted by the others, which avoids controversy or conflict. Serious issues and feelings are avoided, and people focus on more routine work (team organization, who does what, when to meet). Group members are also gathering information and impressions about each other, about the scope of the task and how to approach it. In general, this is often a comfortable stage to be in, but by avoiding conflict not much actually gets done. Roles at this stage are usually unclear except for the role of the group leader. As such, group members tend to behave quite independently. They may be motivated but are usually relatively uninformed of the issues and objectives and tend to focus on themselves rather than the goals for the group.

GROUP DEVELOPMENT

STORMING

After the “honeymoon” phase, the group will enter the “storming” phase where ideas compete for consideration. During this phase, the problem domain is clearly established as is how the team will function and how decisions will be made. Some groups address these topics directly and assertively and quickly move to the next phase. Other groups never leave this stage. Group member maturity can be instrumental during this stage in helping the group move on. Silent leaders may be clashing for control during this stage. As ideas are confronted and clash, disagreement may lead team members to blame and question the group concept. If the group gets too hung up on internal discussions and bickering, then team members may have little energy to progress toward the goals of the group.

NORMING

After a few “stormy” interactions, where group members start to get to know each other, with the proper leadership teams move to the norming phase as they get more comfortable and become more productive working together. Group members are able to ask each other for help and provide constructive criticism. The group develops a stronger commitment to the team goal and actively works towards it. Groups will inevitably bounce back and forth between the “storming” and the “norming” stages whenever issues arise. These, however, will dwindle as the team matures and becomes increasingly independent. A group in this stage still requires leadership, but leaders can start to delegate some tasks more confidently. This will allow other leaders to surface in specific areas.

PERFORMING

Groups that mature past the “norming” stage become a high performance team. Such groups can be given new projects or tasks (in fact, they may even look for new projects by themselves) and very seldom fall back into the “storming” phase. When they do, they are able to resolve differences effectively and quickly, so the group makes fast progress towards its goals supported by the structures and processes that have been set up. Group members admire and respect the strengths and weaknesses of others, and as a result their individual roles become less ridged.

ADJOURNING

During this phase the group works towards wrapping up loose ends, bringing the work or experience to a close, usually with feelings of anxiety and sometimes even reluctance. Members may begin to miss the deep level of focus that they experienced while performing and may have trouble coping with closure. It is important for the group to debrief and share/re-visit their accomplishments (both group and individual) and sometimes making plans for reunions can help those struggling with the deformation of the group.

GROUP DEVELOPMENT AND DYNAMICS

CORNERSTONES OF LEADERSHIP

CRITICAL THINKING: As defined by the *Critical Thinking Community*, critical thinking is: “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” (...whoa! I am going to have to think on that one for a while...)

A little more simply put, critical thinking is careful thinking directed to a goal.

PERSONALITY: Distinctive emotional, behavioural and temperamental traits that make up an individual. These qualities can be developed and modified, however, they are part of the individual's make-up regardless of if they are in a leadership position

Dedicated leaders recognize their strengths and weaknesses and work on developing their positive personality qualities (eg. “I need to continue to work on being more patient”)

KNOWLEDGE: Effective outdoor leaders have a broad base of theoretical and experiential knowledge. Theoretical knowledge is gained through texts, observation and listening. Without experience it provides too small a base for decision making. Experiential knowledge is gained by doing. However, unless experiences are processed, they are useless. We do not learn from our mistakes unless we make a conscious effort to do so.

PSYCHOMOTOR SKILLS: Such skills as having a good understanding of safety for the group, able to pass on knowledge to others, provides a positive role model for other group members etc.

LEADERSHIP QUALITIES AND TRAITS

ESSENTIAL LEADERSHIP QUALITIES: selflessness, vision/creativity, good decision making, knowledge of strengths and weaknesses

LEADERSHIP TRAITS: Empowers, inspires, plans and organizes, care for equipment, role model, understands people, arouses interest....

PERSONAL QUALITIES: Self discipline, confident, willing to learn, takes initiative, cooperative, sense of humour, trustworthy/honest...

LEADERSHIP STYLES

Clearly 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.

One of the main goals of KIC is for you to start analyzing your own sense of leadership (and those around you) and to identify and start developing your own personal style/preference.

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 us 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.

LEADERSHIP STYLES CONTINUED...

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

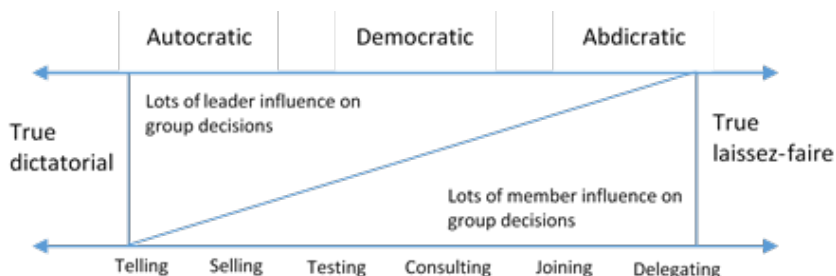
AUTOCRATIC: Involves making decisions and then convincing the group to follow.

DEMOCRATIC: Involves the leader and group members sharing the various responsibilities in making the decision

ABDICRATIC: The leader abdicates (hands over) the decision making responsibilities to the group members. This is sometimes referred to as being delegative or “laissez-faire”, however, unlike “true” laissez-faire, the leader still remains closely involved in case the need arises to intervene in the process.

LINKING LEADERSHIP STYLES WITH GROUP DEVELOPMENT

As a leader, one plays a critical role in the development of a group. As a group progresses through the stages of development, it is important that the leader also shifts their style in order to accommodate and promote group growth. This can be illustrated as a continuum from true laissez-faire (where the leader does nothing to control the group) to dictatorial (where the leader exerts total control over the group).



Forming	Storming	Norming	Performing	Adjourning
Autocratic	Democratic	Abdicratic	Democratic	Autocratic

The interaction between leader's concern for elements of (-----) task and (——) group relationships.

KIC LEADER CHECKLIST

All students will have opportunities to be contributing members of a leadership team. Responsibilities will include: facilitate and plan for multiple days (the number will vary depending on the year and the size of the group), meeting with the instructors prior to their leadership role, and briefing the incoming team on their last night. The first team will assume their role after approximately three days paddling. This gives you an opportunity to observe your instructors' leadership style and get oriented to travel.

PLANNING

- ☐ Create an overall plan for the days of leadership
- ☐ Plan routes and campsites (keep in mind water, winds, temperature and ferry deadlines) based on course itinerary.
- ☐ Schedule classes, evening gatherings, and activities... BE CREATIVE!
- ☐ Facilitate food and water if necessary

COMMUNICATING AND FACILITATING

- ☐ Communicate the daily plan to the group
- ☐ Give equal voice to all members of your planning team. Provide a united front when presenting to the group.
- ☐ Facilitate and introduce group meetings... get things rolling and keep them rolling

MOTIVATION AND MORALE

- ☐ Check-in with the pulse of the group – adjust schedule appropriately. Keep tabs on injuries and other individual concerns.
- ☐ Role model positive attitude, high energy, and good expedition behaviour.

KIC LEADER CHECKLIST CONTINUED...

COORDINATE WITH INSTRUCTORS

- ☐ Check-in with instructors each evening to present your ideas/plan for the following day.
- ☐ Give notice to instructors and students for organized group meetings

BRIEFING AND DEBRIEFING

- ☐ Be prepared to do an informal self-evaluation and receive feedback at the end of your time as a Leadership Team.
- ☐ Brief the next Leadership Team on what worked/didn't work for you and on what themes, rhythms, rituals etc. you want to continue on the course.

ROLE OF INSTRUCTORS

- ☐ To support you in the leadership position.
- ☐ To provide any information that may assist your decision-making.
- ☐ To provide timely and constructive feedback.
- ☐ To step in, in the event of a serious situation such as illness or injury.
- ☐ To continue to teach classes and teach informally along the way.

"I have three rules for leaders in the outdoors: You have to know where the people you are leading are coming from, you have to know what you want to do with them, and you have to love them."

~ Paul Petzoldt

TCP INFORMATION

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

So WHAT Is A TCP?

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

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

FILLING OUT YOUR TCP

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

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

WHY IS THIS PART OF OUR COURSE?

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

ACCURACY

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

KAYKAING TIME CONTROL PLAN (TCP)

START LOCATION:

END LOCATION:

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

DISTANCE

Total distance to be paddled	7 km
Estimated traveling speed of kayaks (an average paddling speed for an OS group is about 5km/h. You can adjust this for <u>your</u> group and weather conditions.)	4 km/h
Total estimated paddling time.	1.45 hours

BREAKS

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

TOTAL TRAVEL TIME

Paddling time + Break time	2 hours
----------------------------	----------------

SCHEDULING

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

KAYKAING TIME CONTROL PLAN (TCP)

START LOCATION:

END LOCATION:

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

DISTANCE

Total distance to be paddled	7 km
Estimated traveling speed of kayaks (an average paddling speed for an OS group is about 5km/h. You can adjust this for <u>your</u> group and weather conditions.)	4 km/h
Total estimated paddling time.	1.45 hours

BREAKS

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

TOTAL TRAVEL TIME

Paddling time + Break time	2 hours
----------------------------	----------------

SCHEDULING

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

GPP30 ASSIGNMENTS/ WORKBOOK

THIS SECTION CONTAINS:

- ☐ Pre and Post Trip Reflections
- ☐ Leadership Self Assessment and Reflection
- ☐ Resume



PRE-TRIP REFLECTION

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

1. Why have you decided to participate in the KIC program this summer?
2. What are you looking forward to the most about this experience?
3. What do you think will be the most challenging aspect of this course?

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

POST TRIP REFLECTION

1. What new skills have you learned on your trip?
2. What is/was the best part of this trip? Why?
3. What is/was the hardest/most challenging part of this trip? Why?
4. Is there anything you would change about your KIC trip? Explain.

5. What qualities and actions do you now think make a person an effective leader/instructor/guide? Do you feel your experience on KIC has changed your outlook on this?

6. Being a confident, well-rounded leader/guide is a constant evolution; in other words: there is no best, top or finished. For you, what is an area you feel you could still improve upon (i.e. navigation, interpersonal skills, organization, ...)? What concrete actions do you feel you could take to get yourself to that next level?

7. What are your future career goals at this point in time? What will you have to do in terms of education, certifications and experience to achieve these goals?

8. Do you feel as though your KIC experience has changed you as a person? How?

LEADERSHIP SELF ASSESSMENT (LSA)

LEADERSHIP RATING

1. Rate these characteristics in order of importance to you. Make 1 the most important and 16 the least important.

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

* Place a star next to 5 traits that you feel you would like to work on improving.

2. Describe yourself as a leader. Include a description of your leadership qualities and experiences and explain how they may affect the interactions you will have with others in your group while working in a leadership role.
3. What type of leadership style do you think you use the most?
4. What do you feel has contributed to you developing a preference for this type of leadership style?

LEADERSHIP SELF ASSESSMENT CONTINUED...

5. What type of leadership style do you find you use the least? Why do you think this is?
6. Describe some personal management strategies that you use in school to keep you on track. Do you think you can apply these same strategies while on trip and while acting in a leadership role?
7. Do you feel that your KIC experience will help you take on a greater leadership role back at school or in your community?
8. Do you feel that your KIC experience will help you achieve other personal (present and future) goals back home (ex. graduating, developing skills for a specific job, attaining scholarships and awards etc.)?

ADDITIONAL NOTES FOR LSA

FINAL LEADERSHIP SKILLS ASSESSMENT

This is to be completed near the end of trip. Give yourself a level on each of the following leadership skills. Describe why you gave yourself each level.

Following is a summary of the different levels.

- ☐ Level 1 – Still getting comfortable with this skill
- ☐ Level 2 – Acceptable
- ☐ Level 3 – Awesome – keep learning
- ☐ Level 4 – Look out staff I'm gunning for your job

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

FINAL LEADERSHIP SKILLS ASSESSMENT CONTINUED...

SKILL	LEVEL	COMMENT
Be Confident In Your Abilities		
Deal With Challenging Situations		
Endure Hard Work		
Admit And Correct Your Mistakes		
Connect With Others		
Be Confident In Your Abilities		
Understand Your Abilities		
Work At Being Yourself As A Leader		

RESUME BUILDER

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

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

FIRST NAME LAST NAME

Address · Phone

(both address and phone number need to be up to date)

Email Address

(please don't use your sparklyunicornpoop@hotmail.com email.... only use a "professional" sounding email...if need be, make a new one)

OBJECTIVE: a short, targeted statement that clearly outlines your career direction while simultaneously positioning you as someone who fits what the employer is looking for exactly. Your objective is carefully researched and *tailored* to fit the job you're applying for. Should only be a sentence or two.

EXPERIENCE: These can be previous jobs (best) or volunteer positions (ok). Organized either chronologically or by relevancy.

- DATES FROM – TO
- **JOB TITLE**, COMPANY
- Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

- DATES FROM – TO
- **JOB TITLE**, COMPANY
- Do not include irrelevant experiences...it is better to present fewer but related items rather than a long list of unrelated ones.

EDUCATION: At this point in your life, post-secondary and/or high school experience and degrees are perfectly appropriate...there is no need to mention your elementary school. It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.

- MONTH YEAR
- **DEGREE TITLE**, SCHOOL

- MONTH YEAR
- **DEGREE TITLE**, SCHOOL

SKILLS

- List your strengths relevant for the role you're applying for
- List one of your strengths

- List one of your strengths
- List one of your strengths
- List one of your strengths

ACTIVITIES AND ACCOMPLISHMENTS

Use this section to highlight your relevant passions, activities, and how you like to give back. It's good to include Leadership and volunteer experiences here. Or show off important extras like publications, certifications, languages and more.

OBJECTIVE

EXPERIENCE

EDUCATION

SKILLS

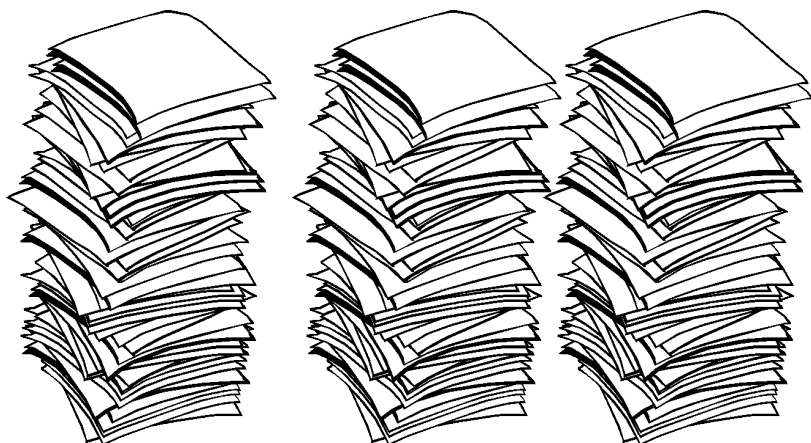
ACTIVITIES AND ACCOMPLISHMENTS

GPP30 CO-OP

ASSIGNMENTS/WORKBOOK

THIS SECTION CONTAINS:

- ☐ Goal Setting and Reflections
- ☐ Time Control Plans
- ☐ Interview and Reflection
- ☐ LOD Self Assessment and Reflection
- ☐ Lesson Plans



GOAL SETTING

To quote renowned American philosopher and writer Elbert Hubbard:

“Many people fail in life, not for lack of ability or brains or even courage, but simply because they have never organized their energies around a goal.”

There are many different goal setting tools out there. One such tool (as I am sure you are already aware) is the **SMART** goal. The acronym SMART has several slightly different variations, which can be used to provide a more comprehensive definition of goal setting:

S - specific, significant, stretching

M - measurable, meaningful, motivational

A – attainable, actionable, achievable, acceptable

R - relevant, realistic, reasonable, rewarding, results-oriented

T – time-frame, time-based, time-bound, timely, tangible, trackable

Some professionals in the field argue that as long as your goal is truly “Realistic” then the “T” is redundant and can be eliminated...I personally like “SMART” better than “SMAR”....so I would say keep the “T” even if it stands for “Tell” – as in tell someone your goal...or “Tape” – as in tape it to your fridge so you can see it.

No matter which acronym variation you choose, it all comes down to simply taking the time to analyze, organize and construct your goals with forethought and purpose.

There are many different categories of goals. As a guide-in training, it is important that you set multiple types of goals for you to work towards achieving. This will ensure that you are continuing to develop as a well-rounded instructor. For the start of your KIC experience you are being asked to create a minimum of **FOUR** goals. Please ensure that you are revisiting these goals throughout trip. After the mid-point (following mid trip debrief) you will be asked to indicate next steps, revamp and re-write, and create new **LONG TERM** goals. Please note that all these tasks will contribute towards the overall mark of your goal setting assignment.

EXAMPLE OF A SMART GOAL

“I want to improve my ability to actively listen to my instructors and my peers. To do this I will always turn my shoulders and head towards the speaker and not interrupt them. If I do interrupt I will apologize and ask them to finish their thought. I will try to reach this goal by Day 12 of trip. I will know I have achieved this goal when I can always repeat the main idea that the speaker shared.”

GOAL SETTING

Set FOUR goals you want to achieve. Two goals should be “short term goals” (obtainable within the first half of trip) and two goals should be “medium term goals” (obtainable by the end of trip). Beside each goal, indicate steps that you will need to take in order to achieve them.

GOAL	STEPS
Short Term Goal:	
Short Term Goal:	
Medium Term Goal:	
Medium Term Goal:	

GOAL SETTING REVISITED: POST MID-TRIP FEEDBACK

Think about the feedback that you received during your mid-trip debrief. Using this information and your own opinions regarding the progress you have made towards achieving your goals please evaluate how you think you are doing and what your next steps are going to be. If needed, feel free to revamp and rewrite your goals. If you have achieved any of your goals, please create some new ones for the remainder of the trip.

GOAL	PROGRESS	NEXT STEPS
Short Term Goal:		
Short Term Goal:		
Medium Term Goal:		
Medium Term Goal:		

GOAL SETTING: LONG TERM

Reflect on some of the new skills and personal characteristics you have developed over the past couple weeks. Think of two long term goals (future school/career goals) that you could make that you now feel you would be wanting/able to achieve.

GOAL	STEPS
Long Term Goal:	
Long Term Goal:	

insert TCP assignment here (10 pages)

KAYAKING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

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

BREAKS

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

TOTAL TRAVEL TIME

Paddling Time + Break Time	hours
----------------------------	-------

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

KAYAKING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

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

BREAKS

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

TOTAL TRAVEL TIME

Paddling Time + Break Time	hours
----------------------------	-------

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

KAYAKING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

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

BREAKS

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

TOTAL TRAVEL TIME

Paddling Time + Break Time	hours
----------------------------	-------

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

KAYAKING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

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

BREAKS

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

TOTAL TRAVEL TIME

Paddling Time + Break Time	hours
----------------------------	-------

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

KAYAKING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

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

BREAKS

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

TOTAL TRAVEL TIME

Paddling Time + Break Time	hours
----------------------------	-------

SCHEDULING

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

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

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

INTERVIEWS 101

Prior to the start of your trip you were asked to complete a cover letter and resume. Now it is time to learn to “sell yourself” by taking all of those different experiences and applying them (and some common sense) to answering a series of “typical” interview questions.

There are a large range of interview questions. Below is a summary of different question types, the employer’s goal in asking the questions, and the qualities it is your opportunity to showcase.

TYPE OF QUESTION	EMPLOYER GOAL	WHAT SKILLS AND QUALITIES THIS IS YOUR OPPORTUNITY TO SHOWCASE
Experience	Learn about your past experiences and qualifications (i.e. tripping experience)	<input type="checkbox"/> Outline your outdoor abilities <input type="checkbox"/> Demonstrate what you’ve learned about yourself and others through your tripping experience <input type="checkbox"/> Demonstrate your passion for the outdoors and working with others
Personal	Learn about who you are as a person (i.e. what your interests are, strengths, accomplishments)	<input type="checkbox"/> Highlight your personal strengths and how they relate to the position <input type="checkbox"/> Highlight items from your resume that speak to those strengths <input type="checkbox"/> Use situations from previous trips to demonstrate strengths and how they make you a better leader
Scenario	Learn about how you use your previous knowledge to understand a problem, then propose and evaluate solutions	<input type="checkbox"/> Demonstrate a clear understanding of the problem and its repercussions on the trip <input type="checkbox"/> Demonstrate an understanding of group dynamics <input type="checkbox"/> Demonstrate good judgment with respect to possible solutions <input type="checkbox"/> Demonstrate insight about possible preventions for this situation.
Reflective	Learn about how you reflect and learn from past experiences and use them to grow	<input type="checkbox"/> Highlight your communication skills, your ability to make sound judgments, your ability to work as a leader and team member <input type="checkbox"/> Highlight leadership abilities <input type="checkbox"/> Highlight your ability to learn from experiences, and why it’s important

INTERVIEW WARM UP EXERCISES

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

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

SAMPLE QUESTION	TYPE OF QUESTION	POINTS YOU WOULD INCLUDE IN YOUR ANSWER
On day three of a five kayak trip, a student refuses to paddle with another student in the tandem because they say they are a “lily dipper” and do not pull their weight. How would you handle this situation?		
Describe two qualities you feel would make you a great instructor at Gould Lake.		
On what trip did you know that you wanted to be an instructor at Gould Lake? Explain what about the trip led you to this conclusion.		

INTERVIEW WITH YOUR TRIP STAFF

This is a chance to be interviewed by your trip staff and talk through how to sharpen your interview skills. Take it seriously but have fun!

The staff will ask you a series of different types of questions. They will record some of the main points from your answer as well as some feedback. Please take the time to read over these notes and ask questions. As part of your reflection, fill out the “Next time I would add” column below as well as answer the four reflective questions on the following page.

SUMMARY AND FEEDBACK (BY STAFF)	NEXT TIME I WOULD ADD...
Experience	
Personal	

INTERVIEW REFLECTION

1. Overall, how do you feel your interview went? Do you feel that you would have been successful at getting a job? Why or why not?
2. Which question do you feel you had the strongest answer to? What made this answer so good?
3. Which question do you feel was the most challenging to answer? Why do you feel this was more challenging?
4. What would be one piece of advice you would give a friend (or your future self) about interviewing?

LOD SELF ASSESSMENT

LEVEL/DESCRIPTION	TRANSLATION		
Level 1 - Rarely	Still Getting Comfortable		
Level 2 - Sometimes	Acceptable		
Level 3 - Usually	Awesome		
Level 4 - Always	Look out Staff		
CRITERIA	LOD 1	LOD 2	LOD 3
You communicate frequently with the group			
You communicate frequently and effectively with co leaders			
You are able to read individual and group physical and emotional state and makes use of this information			
You debrief with the group at the end of the day			
You facilitate conflict management and motivate the group			
You make firm decisions when necessary, and ask for input from the group when appropriate			
You care for equipment, sweep at night and before leaving camp, and organize gear			
Your TCP is complete and reasonable			
You are aware of your time management and are continually aware of the day's tasks and keep the group focused			
You are safety conscious and aware of the safety and well being of group at all times			
You maintain a positive presence and energy level throughout the day			
Final Level			

LOD REFLECTION ASSIGNMENT

1. Did your LOD experiences meet or exceed your expectations? How did the days reflect what you had planned on your TCPs? Did you find that your TCPs for your last few LODs were more accurate?
2. What were some of the biggest challenges that you faced while being LOD?
3. What is one area of leadership that you feel you can improve on as a co-leader and what led you to this conclusion?
4. Do you think you would prefer to be LOD by yourself or as a co-leader team? Why do you feel this way?

LOD REFLECTION CONTINUED...

5. Describe how you personally dealt with the following topics while in the position of leader: If you feel you didn't have an opportunity to deal with a certain topic, please write down how you would.

DECISION MAKING: (How were decisions made? What were some issues with making decisions? Were they effective? Who made them? Consequences? Etc.)

GROUP DYNAMICS: (General feel of group's interaction? Areas of conflict? Positive interaction? Next steps for the group to continue to develop as a team further)

LOD REFLECTION CONTINUED...

GROUP COMMUNICATION: (Were you effective? What were some challenges you faced with communication? What worked well? What did not work well? What would you do differently?)

YOUR OWN PHYSICAL AND EMOTIONAL STRAIN: (Tricks of the trade? How did you cope with the longer duration? Etc.)

6. Were there any aspects to the day that you would change if you could? Describe the situation and how you would handle it differently?

LESSON OVERVIEW

LESSON #1: YOUR CHOICE

This lesson is your Choice...that's right...anything appropriate you want to teach the group. A chance to shake off the dust and get comfy teaching.

Potential lesson topics could include, but are not limited to:

- | | | |
|----------------------------------|----------------------------------|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> Lore | <input type="checkbox"/> Astronomy |
| <input type="checkbox"/> Fitness | <input type="checkbox"/> Legends | <input type="checkbox"/> Fun things |
| <input type="checkbox"/> Nature | <input type="checkbox"/> History | <input type="checkbox"/> Anything relevant to trip |

LESSON #2: THEORY PRESENTATION

The object of this lesson is to demonstrate that you can organize and present a body of knowledge effectively. The presentation should involve the learners but is less focused on them learning a new skill (for example the learner may listen, watch, and ask questions). Your task is to communicate a body of information in an interesting and educating manner. Teaching aids should be used as you deem appropriate. You should be prepared to answer questions from the group. Clear communication, and your ability to get the key points across are your primary objective.

Your topic was assigned to you in the Spring. Please ensure that both you and your instructors are aware of your theory lesson prior to leaving for trip.

LESSON #3: PRACTICAL (SKILL) LESSON

The object of the practical lesson is to demonstrate your ability to facilitate the learning of a psychomotor (a physically do-able) skill. Please note that your lesson must include a physical breakdown of the skill (phases of movement) and a technically correct demonstration performed by you. Instructors will also be watching and listening for your ability to detect and correct any errors that you see.

Practical Skill Lesson topics will be assigned to you by your instructors. The skills will most likely be a kayak stroke but may also include elements of a rescue or other physical kayak related skills.

LESSON PLAN EXAMPLE

This is not a complete lesson plan.

This contains only enough information for demonstration purposes.

Name: John Smith

Course: OP

Topic: Forward Stroke

Duration: 10-15 mins

LEARNING GOALS:

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

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

SUCCESS CRITERIA:

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

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

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

(Is the classroom set up for all learners?)

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

II) STUDENTS:

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

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

III) LEARNING STYLES:

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

MATERIALS/EQUIPMENT:

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

LESSON OUTLINE

GRABBER:

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

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

INTRODUCTION:

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

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

BODY:

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

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

CONCLUSION:

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

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

LESSON PLAN

Name:

Course:

Topic:

Duration:

LEARNING GOALS:

SUCCESS CRITERIA:

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

II) STUDENTS:

III) LEARNING STYLES:

MATERIALS/EQUIPMENT:

LESSON OUTLINE

GRABBER:

INTRODUCTION:

BODY:

CONCLUSION:

ADDITIONAL LESSON PLAN NOTES

LESSON REFLECTION (COMPLETE AFTER DELIVERING LESSON)

1. Did your lesson meet your expectations?

2. What part of your lesson do you feel went really well?

3. What would you do differently if you were to deliver the same lesson again?

4. What will you do differently the next time you teach a lesson?

LESSON PLAN

Name:

Course:

Topic:

Duration:

LEARNING GOALS:

SUCCESS CRITERIA:

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

II) STUDENTS:

III) LEARNING STYLES:

MATERIALS/EQUIPMENT:

LESSON OUTLINE

GRABBER:

INTRODUCTION:

BODY:

CONCLUSION:

ADDITIONAL LESSON PLAN NOTES

LESSON REFLECTION (COMPLETE AFTER DELIVERING LESSON)

- 1. Did your lesson meet your expectations?

- 2. What part of your lesson do you feel went really well?

- 3. What would you do differently if you were to deliver the same lesson again?

- 4. What will you do differently the next time you teach a lesson?

Skill Breakdown Template

Phase	Explanation for Phase of Movement
Preparation	Description:
	Common Mistakes:
	Tips and Tricks:
Execution	Description:
	Common Mistakes:
	Tips and Tricks:
Follow-Through	Description:
	Common Mistakes:
	Tips and Tricks:

LESSON PLAN

Name:

Course:

Topic:

Duration:

LEARNING GOALS:

SUCCESS CRITERIA:

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

II) STUDENTS:

III) LEARNING STYLES:

MATERIALS/EQUIPMENT:

LESSON OUTLINE

GRABBER:

INTRODUCTION:

BODY:

CONCLUSION:

ADDITIONAL LESSON PLAN NOTES

LESSON REFLECTION (COMPLETE AFTER DELIVERING LESSON)

1. Did your lesson meet your expectations?
2. What part of your lesson do you feel went really well?
3. What would you do differently if you were to deliver the same lesson again?
4. What will you do differently the next time you teach a lesson?

TRIP LOG AND DAILY REFLECTIONS

AS PART OF YOUR DAILY REFLECTIONS, PLEASE INCLUDE ONE OR TWO OF THE PROVIDED REFLECTIVE QUESTIONS AND YOUR WRITTEN RESPONSE. THE PURPOSE OF THESE QUESTIONS IS TO GET YOU TO THINK ABOUT YOUR EXPERIENCE BOTH AS A STUDENT AS WELL AS AN INSTRUCTOR/GUIDE IN TRAINING.

IN ADDITION TO THE REFLECTIVE QUESTIONS PLEASE ALSO INCLUDE A COMPLETE TRIP LOG AS WELL AS ANY SIGNIFICANT EVENTS THAT HAPPENED EACH DAY.



DAILY REFLECTIVE QUESTIONS

- ☐ Do you feel that a safe and inclusive environment was created for everyone today? Why or why not?
- ☐ Do you think this trip is going to be easier or harder than you imagined?
- ☐ Propose a strategy you can use tomorrow to help create a safe and inclusive environment.
- ☐ What are two strategies you can use to increase student engagement during lessons?
- ☐ Describe two teaching strategies you observed today that you liked. Explain why you liked each of these strategies.
- ☐ Describe one teaching strategy you saw today that you disliked. Explain why you disliked this strategy. Propose one strategy would you use instead.
- ☐ Describe why you think this strategy would be more effective.
- ☐ When you think about the students in this group are there any students who are less engaged and/or connected than others?
- ☐ Describe two strategies you can use to help engage and connect students who are withdrawn from a group.
- ☐ Were there any safety concerns today? What can be done to limit this from happening again?
- ☐ Describe three things you did today that you are proud of.
- ☐ What is your favourite part of the trip so far?
- ☐ Describe one “ah ha” moment you have had on trip so far.
- ☐ Describe one “ah ha” moment you have witnessed someone else have on trip so far.
- ☐ Positive reinforcement is more effective when it is very specific. Give an example of specific verbal praise you could give a student or client to reinforce a desired action.
- ☐ Is this trip what you expected? Explain.

- ☐ Look back at the three leadership qualities you thought were most important in your pre-trip reflection. Do you still agree with these qualities? Justify your answer.
- ☐ Look back at your goals for your KIC trip. Evaluate your progress towards achieving these goals using a method of your choice.
- ☐ How can the instructors better support you and your growth during the remainder of your trip?
- ☐ How would you describe this group to someone who had never met them?
- ☐ What are this groups strengths?
- ☐ What are this group's challenges/weaknesses?
- ☐ Develop two strategies you can use to help this group grow with respect to its challenges/weaknesses.
- ☐ What stage of group development do you feel this group is at? Explain.
- ☐ Propose two activities you could use to help this group get to the next stage.
- ☐ What were your favourite and least favourite parts of today?
- ☐ Do you find that you are feeling "burnt out" at this point in the trip? Explain.
- ☐ What is one thing you can do every day in order for you to maintain your energy and ensure your group gets the best of you?
- ☐ Is there anything you wish was different about your trip? Explain.
- ☐ Describe the qualities and leadership style of the instructor who has been the most inspirational to you during your time at Gould Lake.
- ☐ Describe your leadership "style". What are the advantages of your leadership style? What are some potential problems with your leadership style?
- ☐ What are two strategies you can use as a leader to help minimize the potential problems you described above?

DAILY REFLECTIVE QUESTIONS CONTINUED

- ☐ Were there any “almost accidents” during your trip thus far, or minor injuries that could have been worse? If so describe them.
- ☐ What strategies could you use to help minimize the chance of these re-occurring?
- ☐ What do you think are the most common injuries or medical concerns on trip?
- ☐ Give at least three strategies / rules you would use as an instructor to help minimize the risk of these occurring.
- ☐ Overall, do you feel that the group is having a positive experience with Gould Lake? Explain.
- ☐ How do you feel you contributed to the group’s experience?
- ☐ What do you think is the most important thing you have learned about yourself while participating in Gould Lake programs?
- ☐ If you could change one thing about the student experience with Gould Lake what would it be? Explain why you think this change is important.
- ☐ If you could change the KIC course what would you do differently?
- ☐ Would you recommend this course to others? What would you say to future students about this course to convince them to sign up?
- ☐ How has your KIC experience changed you as an Outdoor Educator/Guide? How has it changed you as a person?

SAMPLE TRIP LOG

DATE & LOCATION	TIME	CAMPSITE DESCRIPTION	LOGISTICS	WEATHER	
Date:	ON/ OFF:	Fresh water access:	Distance:	Wind Speed:	Wave Height:
Location Start/End	Total Hrs:	Group Morale:	# of breaks:	Clear/Foggy/Rain:	

KIC SUMMARY TRIP LOG

NAMES OF STAFF AND STUDENTS	

Start Location:
Start Date:
End Location:
End Date:
Total #of Days on Trip:
Total Distance Paddled:

Notes:

So You WANNA WORK AT GLOC?

GENERAL:

- ☐ Staff applications are typically due in December. These can be found at www.gouldlake.ca (under the staff drop down).
- ☐ Interviews are typically conducted during or around the high school exam period (usually late January/early February).
- ☐ Interviews can be conducted in person or via Skype
- ☐ Hiring is conditional upon successful completion of required certifications prior to start date.

APPLICATION PACKAGES ARE REQUIRED TO INCLUDE:

- ☐ Applicant Cover Page
- ☐ Résumé and Cover Letter
- ☐ Condensed Trip Log -include trip type (canoe/kayaking/hiking), dates, duration, location and leadership role.
- ☐ Proof of National Lifeguard certification or timeline/plan to obtain it.
- ☐ Two (2) References -include name, contact phone number and email. These references should be recent (within the year), notified and willing to act as a reference, able to provide you with a positive reference that speaks to your candidacy of working at Gould Lake.
- ☐ For applicants still in high school. Please provide a letter of reference from your current Principal.

MINIMUM TRIP LEADER QUALIFICATIONS:

- ☐ National Lifeguard
- ☐ Advanced Wilderness First Aid (40hr)
- ☐ Standard First Aid / Basic CPR
- ☐ ORCA Flatwater Kayak Instructor (or equivalent)
- ☐ ORCA Canoe Tripping Level 3 (known as Canoe Tripping Level 2 pre 2009) or equivalent
- ☐ Tripping staff must be a minimum of 18 years of age.

Applicants do **not** need to meet the minimum trip leader qualifications in order to apply. Should a successful applicant be missing minimum certifications, they **will be required to commit to attaining our minimum standard prior to their start date**. To assist in this regard, we have annual spring staff training programs which covers Advanced Wilderness First Aid (40hr), Canoe Tripping 3, National Lifeguard recertification and ORCA Flatwater Kayak Instructor.

ORCKA PREREQUISITES

ORCKA FLATWATER KAYAK INSTRUCTOR:

- ☐ At least 16 years of age
- ☐ Current ORCKA Member (membership is included in the program participant fee)
- ☐ ORCKA Flatwater Kayaking or ORCKA Flatwater Kayaking Level B, equivalent certification or comparable skills and experience (with the permission of the Course Director)
- ☐ At least three separate kayaking excursions of at least three hours and 15 km each
- ☐ It is strongly recommended that all Flatwater Kayaking Instructors have, in addition to their kayaking qualifications, some qualification in Swimming, First Aid and CPR

ORCKA CANOE TRIPPING 3:

- ☐ At least 17 years of age to qualify for Canoe Tripping Level 3 certification.
- ☐ ORCKA Canoe Tripping Level 2, Canadian Style Paddling Level 1 and River Running Level 1A (Tandem) or Moving Water Level 1A (Tandem), equivalent certification or comparable skills and experience (with the permission of the Course Director)
- ☐ Evidence of at **least 25 nights of wilderness canoe tripping experience**; wilderness canoe tripping distances **totaling 500 km**: at least 6 canoe trips in which the candidate was responsible for some of the organization and leadership and at least one wilderness trip of 5 days or more.

KEEP IN TOUCH

NAME	CONTACT INFORMATION

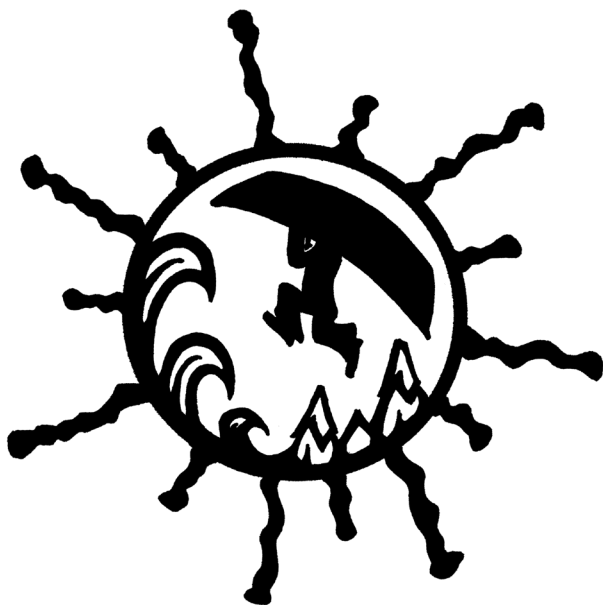
DIY T-SHIRT

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]



www.gouldlake.ca 
outed@limestone.on.ca 
[@gouldlake_LDSB](https://twitter.com/gouldlake_LDSB) 
613-376-1433 