

# OUTDOOR SKILLS

## 2023



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## STUDENT MANUAL

*"With great power, comes great responsibility"*  
*Uncle Ben*



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# WELCOME TO OUTDOOR SKILLS!



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

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

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

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

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

# YOUR OS STUDENT MANUAL

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

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

## STUDENT MANUAL SECTIONS

### 1. TRIP INFORMATION AND EQUIPMENT LISTS

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

### 2. ASSIGNMENTS

Instructions and templates for your Theory Lesson can be found here (also at [gouldlake.ca](http://gouldlake.ca)).

### 3. STUDENT WORKBOOK

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

### 4. JOURNAL, FIT LOG & TRIP LOG

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

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

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

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

**REMEMBER TO HAVE FUN...EVERY DAY!**

## **RULES, SAFETY AND PREVENTION**

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

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

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





# TRIP INFORMATION AND EQUIPMENT LISTS



Outdoor Skills Session 1 (not running summer 2023)

July														
July 9	10	11	12 -	-	-	- 20	21	22	23 -	-	-	-	- 26	27
Staff Day	Barn Day Pick up 8:30 AM Drop off 4:00 PM Centennial PS	Barn Day Pick up 8:30 AM Drop off 4:00 PM Centennial PS	Depart Centennial PS 6:00AM Drop Off Chikanishing River	Georgian Bay			Day Off Staff Day	Barn Day Pick up 8:30 AM Drop off 4:00 PM Centennial PS	Depart Centennial PS 7:00 AM	Palmer Rapids			Pick up Palmer Rapids 1:30 PM Drop Off 4:00 PM Centennial PS	Staff Day

Outdoor Skills Session 2

August													
Aug 9	10	11	12 -	-	-	- 20	21	22	23 -	-	-	- 26	27
Staff Day	Barn Day Pick up 8:30 AM Drop off 4:00 PM Centennial PS	Barn Day Pick up 8:30 AM Drop off 4:00 PM Centennial PS	Depart Centennial PS 6:00AM Drop Off Chikanishing River	Georgian Bay			Day Off	Barn Day Pick up 8:30 AM Drop off 4:00 PM Centennial PS	Depart Centennial PS 7:00 AM	Palmer Rapids		Pick up Palmer Rapids 1:30 PM Drop Off 4:00 PM Centennial PS	Staff Day

# TRIP PREVIEW: SEA KAYAKING GEORGIAN BAY

## *Who Trips in Rubber Boots?*

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

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

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

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

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

# OS - GB CLOTHING/GEAR LIST

## CLOTHING LIST

ITEM	USE/TYPE
Peaked ball cap/sun hat	To provide shade from sun
Toque	For warmth- NO cotton
Buff and/or bandana	For sun protection
Swim suit	Ex. One piece, shorts, swim shirt/sports bra. Please no bikinis.
2 Pairs of quick-dry shorts	Can be used as swim suits
3 T-shirts/tank top	One t-shirt must have short sleeves for sun protection
Long pants (RAD- rapid-air dry)	NO jeans or jogging pants (not needed if you have wind pants to go over long underwear)
1 Long underwear top & bottom	Wool or polypropylene- No cotton
Long sleeve fleece or wool shirt	Must be large enough to fit over long underwear top
Rain Jacket & Pants	Must be reliable & large enough to fit over layers
1 pair "Trip" shoes (aka "Wet" shoes)	Must be sturdy, closed toed footwear that have good ankle support which are suitable for walking along rocky shorelines and/or when portaging. Heavy hiking boots are strongly discouraged as students will have to swim in their trip shoes. Water shoes, neoprene booties and sandals are not acceptable "Trip" shoes.
1 pair "in-camp" shoes (aka "Dry" shoes)	These will be worn in & around camp. Breathable shoes or sandals with secure top & heel straps are acceptable. Absolutely NO flip-flops
1 pair of rubber boots	Needed for protection if staff judge there to be a reasonable risk of rattlesnake encounters
4 pairs of wool socks	
4 pairs of underwear	

## GEAR LIST

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

2 (1 Litre) water bottle(s) with Carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic (BPA-free).
Cup, bowl, spoon	Sturdy Tupperware bowl with lid (i.e. “short” Nalgene containers with screw-top lid
Pocket knife or multi-tool	No blades greater than 4” will be permitted. Must have a locking blade
Lighter and/or matches	Make sure they are in a waterproof bag (i.e. Ziploc)
1 Whistle	Attached to your PFD
Headlamp (GREAT) or flashlight (OK)	With extra batteries
Insect repellent	Spray-on or rub-on (NO aerosols)
Toothpaste, toothbrush, hand sanitizer, and comb and/or brush	Small travel-size; in a small nylon bag or Ziploc
Sun screen, lip block, sun glasses	20-30 UVB/UVA (broad spectrum) Sunglasses with UV protection
Nylon Cord	~3m in length & diameter of a shoelace. Used for making clothes line(s)
Tampons or pads (feminine)	Please bring even if you’re not expecting your period on trip. Should include the appropriate disposal materials (aluminum foil squares, Ziploc bags and an air-tight container). See note following Palmer clothing/gear lists.
Camera, watch (with alarm), book, playing cards (optional)	Watch is very useful to have on trip! Camera’s help us create long lasting memories.
Glasses and/or contacts	Bring extra pair of glasses/contacts in case of damage
Prescription Drugs, inhalers, epi-pens	Please bring 2 sets of required medications. Students will keep 1 set & staff will keep other set safe in case 1 is lost or spoiled
Your OS Manual & writing utensil(s)	Make sure manual is kept in a waterproofed bag
Energy/Granola Bars/GORP	This is your snack for trip. This should be a reasonable quantity of energy/granola bars (1-2 bars per day). Please ensure all products are certified peanut and tree-nut free.
Disposable lunch	For bus ride to GB
Money	For bus ride home from GB

- ☑ **DO NOT BRING:** Any alcohol, cigarettes, e-cigarettes (including vaporizers), or any other non-prescribed drugs - you will be sent home and/or evacuated from the course.
- ☑ **DO NOT BRING:** Any electronic devices such as cell phones, iPods, etc. These will be confiscated.
- ☑ **DO NOT BRING:** Any deodorant, antiperspirant, make-up, soap, shampoos, etc.

## **PALMER RAPIDS**

### ***A River Flows by Us***

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

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

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

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

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

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

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

# OS - PALMER CLOTHING/GEAR LIST

## CLOTHING LIST

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

## GEAR LIST

ITEM	USE/TYPE
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 (0 degree rating is recommended)
4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
Thermarest or insulate pad	Insulate pads may be borrowed from GL. Please try to avoid thermarests or pads that do not roll up into a small cylinder
Small dry bags	10L bags are great, 20L bags are satisfactory, 30L bags are excessive. Total of all bags (including your sleeping bag) should not exceed 30L
Small nylon stuff sacs	To organize your personal gear as needed

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

- ☑ **DO NOT BRING:** Any alcohol, cigarettes, e-cigarettes (including vaporizers), or any other non-prescribed drugs - you will be sent home and/or evacuated from the course.
- ☑ **DO NOT BRING:** Any electronic devices such as cell phones, iPods, etc. These will be confiscated.
- ☑ **DO NOT BRING:** Any deodorant, antiperspirant, make-up, soap, shampoos, etc.



## **MENSTRUAL PRODUCTS DISPOSAL, CARE AND INFORMATION**

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

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

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

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

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

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

# WHAT'S AN ORCKA?



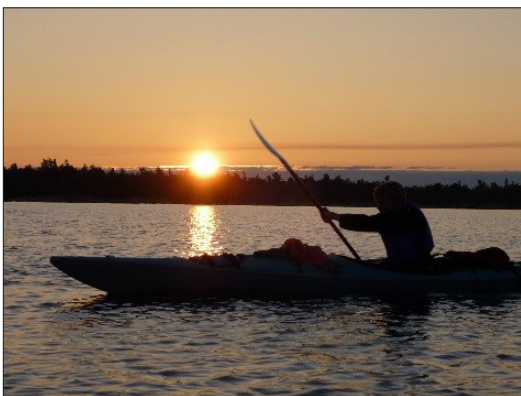
ORCKA, **The Ontario Recreational Canoeing and Kayaking Association**, is the most widely recognized organization that promotes, trains, and certifies canoeists and kayakers in our province. It is regarded as an authority in the paddling field by many organizations including summer camps and school boards.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

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

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

To learn more about ORCKA, please visit [www.orcka.ca](http://www.orcka.ca)

# ORCKA FLATWATER KAYAKING



## **SAFETY**

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

## **SKILLS**

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

## **THEORY**

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



# ORCKA MOVING WATER 1A



## REQUIREMENTS TO EARN THIS CERTIFICATION

### SAFETY

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

### SKILLS

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

### THEORY

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



# WORKBOOK



# WELCOME TO THE OUTDOOR SKILLS STUDENT WORKBOOK!!

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

Your trip leaders will keep you posted on which activities are to be done on which days. We strongly recommend that you keep up to date with your workbook assignments as they can be collected for evaluation at any time (and you don't want to have to do 10 activities on the bus ride home from Georgian Bay!).

If you find yourself puzzled by the titles of some of the activities, chat to your friends and see if you can figure out what they refer to. If you like, you may work with other students in your group to complete the workbook activities, but be sure that what goes into your Workbook is **your work**, and be sure that **you understand** all the concepts, ideas and information **yourself**...enjoy!



# **SUBSTANCE USE AND ABUSE “BREAKING BAD...HABITS”**

## **(KNOWLEDGE AND THINKING & COMMUNICATION)**

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

## **SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE**

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

## **RISK AND PROTECTIVE FACTORS**

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

# RISK FACTORS AND PROTECTIVE FACTORS IN THEIR DIFFERENT ENVIRONMENTS:

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



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

## **SUBSTANCE USE AND ABUSE QUESTIONS**

Pick one of the substances below and answer the following questions regarding that specific topic (please circle your choice).

- Alcohol
- LSD
- Marijuana
- Ecstasy
- Heroin
- Magic Mushrooms (Psilocybin)
- Codeine
- Methamphetamine
- Cocaine
- Morphine

1. Is the substance you chose a Depressant, a Stimulant, or a Hallucinogen?  
Explain what is meant by this term.

1. What are the short term physical and emotional consequences related to the use and abuse of this substance?

-

-

-

2. What are the long term physical and emotional consequences related to the use and abuse of this substance?

-

-

-

1. What are three of the legal implications associated with the use and abuse of this substance?

-

-

-

2. Considering the legal implications, what are 4 potential consequences for the student using and abusing that drug, the other students, the staff and Gould Lake Outdoor Centre as an organization?

1. Consider yourself your skill sets and your personal circumstances. What are 2 risk factors and 2 protective factors affecting you? What are some things you can do to diminish the risk factors and enhance the protective factors that have an impact on you? (Use the chart provided)

**RISK FACTORS:**

-

-

**PROTECTIVE FACTORS:**

-

-

## **USEFUL WEBSITES:**

### **National Institute on Drug Abuse – The science of drug abuse and addiction**

<https://www.drugabuse.gov/drugs-abuse>

### **Government of Canada – Substance Abuse**

[http://healthy Canadaians.gc.ca/healthy-living-vie-saine/substance-abuse-toxicomanie/index-eng.php](http://healthy Canadians.gc.ca/healthy-living-vie-saine/substance-abuse-toxicomanie/index-eng.php)

### **Safe Teens – Types of Drugs**

<http://www.safeteens.org/drugs-alcohol/types-of-drugs/>

### **National Institute on Drug Abuse – The science of drug abuse and addiction**

<https://www.drugabuse.gov/publications/preventing-drug-abuse-among-children-adolescents/chapter-1-risk-factors-protective-factors/what-are-risk-factors>

# NAVIGATION

## MAPS

### What is a map?

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

### Legend or Key

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

### Title & Date

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

### North Arrow or Compass Rose

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

### Scale

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

### Colour

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

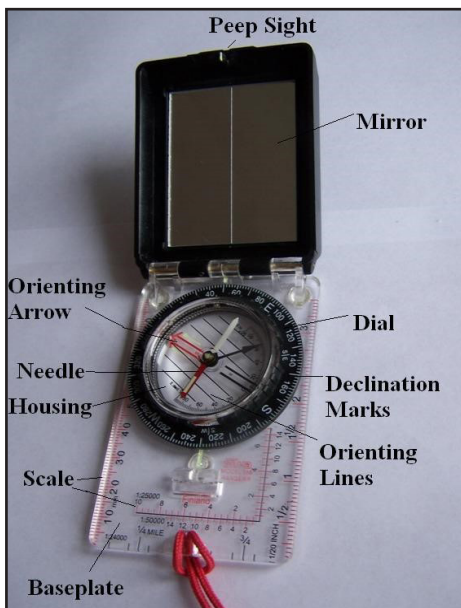
## THE 3 NORTHS

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

## COMPASS NAVIGATION (USES MAGNETIC NORTH)

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

### PARTS OF A COMPASS



### DECLINATION

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

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

### SETTING AND FOLLOWING A BEARING

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



- ② Put away the map and hold the compass in your hand, rotate your hand (NOT the housing) until the Magnetic Needle is inside the Orienting Arrow (“Red in the Shed”).
- ③ THIS IS THE DIRECTION YOU WANT TO GO TO GET TO YOUR LOCATION!

## **TAKING A FIELD BEARING**

- ② Face the landmark and point your compass’ Direction of Travel Arrow at it.
- ③ Rotate the Housing until this Direction of Travel Arrow rests in the Orienting Arrow. (“Red in the shed”)
- ③ Now read the Bearing (degrees) which the Direction of Travel Arrow points to.
- ③ This then can be used to record your direction for future use OR you can pull out a map to figure out where you are if you know where that landmark is on the map (ex. a portage or campsite).
- ③ In this case, SUBTRACT the Declination before placing the compass on the map (Big world to little map = subtract, little map to big world = add).
- ③ Line up the Ruler (direction of travel arrow pointing to where you are going) of the compass with the Landmark on the map that you know you took a bearing too.
- ③ Now rotate the compass (NOT the housing) until the Orienting Lines run North/South with the Ruler still crossing through your Landmark.
- ③ Now if you draw a line along the ruler you are currently somewhere along this line.

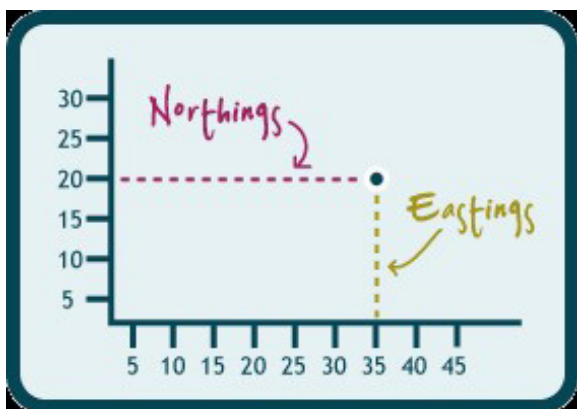
## **TRIANGULATING YOUR LOCATION**

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

## UNIVERSAL TRANSVERSE MERCATOR NAVIGATION (USES GRID NORTH)

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

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



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

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

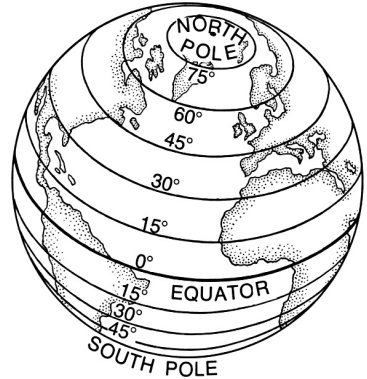
Each square can further be divided into ten parts to make a measurement more precise. For example, a map coordinate of 350 201 has an easting of 35.0 units and a northing of 20.1 units. If it helps you to remember the order, think; "In the house and up the stair."

## LATITUDE AND LONGITUDE (USES TRUE NORTH)

### LATITUDE:

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

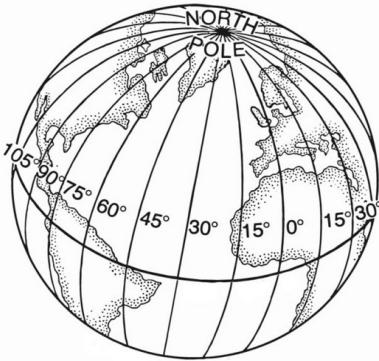
The Equator is labeled as being 0° Latitude. All points NORTH of this are given their degrees followed by the letter "N". All points SOUTH of the equator are given their degrees followed by the letter "S". Both Poles are 90 degrees North/South respectively.



### LONGITUDE:

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

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



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

## GLOBAL POSITIONING SYSTEM (GPS)

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

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

# NUTRITION AND HYDRATION

## "THE BELLY RULES THE MIND!"

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

### **PROTEIN...**

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

### **CARBOHYDRATES...**

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

### **FATS...**

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

### **NUTRIENTS, VITAMINS AND MINERALS...**

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

## **WATER...**

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

Never try to 'lose weight' on a physically active trip such as these. You could place yourself and others in a dangerous situation by becoming weak, getting hurt or sick.

## **NUTRITION NOTE**

### **IN ORDER TO HAVE A HAPPY GROUP...**

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

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



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

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

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

# Food Inc

Using the nutrition information provided in your manual and previous knowledge please create a healthy and balanced 3-day menu plan for the first 3 days of your trip in Georgian Bay.

	Breakfast	Lunch	Dinner
Day 1			
Day 2			
Day 3			

Now that you have completed a 3 day menu plan for the beginning of your trip, answer the questions below. Use the nutrition information in your manuals as a resource if needed.

1. Considering the menu plan you created, what are some things you would change if you were going to be at home sitting on your couch during those 3 days? Think about the type of meals/ingredients you would eat, your activity level and what each type of food provides the body.

1. How could you change this menu plan to suit someone who:

A. Has an allergy to Gluten (Celiac disease)?

B. Chooses not to eat meat for ethical reasons (religion, vegan and vegetarian diets etc.)?

C. Comes from a low income family?

2. When you go to college, university or into the workplace and are living on your own or with roommates, what are some things or challenges you are going to need to consider in order to maintain a healthy and balanced diet? What are some ways you can solve these challenges so that you maintain a healthy diet in the future?

# LOST/MISSING PERSON PROTOCOL

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

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

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

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

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

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

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



## **WHAT TO DO IF YOU NOTICE SOMEONE IN YOUR GROUP HAS GONE MISSING:** Tell your instructors and follow their instructions

### **DIFFERENT SEARCH TECHNIQUES INSTRUCTORS MAY USE ARE:**

#### **Hasty Search**

This search is usually very quick and requires people to work in pairs. Each pair will be given a specific area to search and the time they will be expected to return to the chosen meeting spot to report any signs or clues of the lost person. All pairs will know what to do if the lost person is found (ie. 2 long whistle blasts). Areas searched will usually be the immediate area surrounding the place last seen (PLS) or trails/waterways leading away from it. Hazardous areas like cliffs and rapids and obvious spots like tents and the kybo should always be checked first. When this type of search is used, it is expected that the lost person is responsive.

#### **Modified Confinement Search**

This search is modified due to our limited search resources. Usually used if the lost person has only been lost for a short period of time and your initial hasty search was unsuccessful. The confinement area is determined by how long the person has been missing and how far they could have gotten. Average walking speed is about 4km/hour. Based on this information your instructors will draw 2 circles with the place last seen (PLS) as the center with 2 outer circles. The outside circle represents the furthest the lost person could have gotten, and the inside circle is just half of the furthest distance they could have gone. Then search pairs will be sent to any point where those lines meet up with trails, portages, streams, roads, drainages etc. Teams should leave communications at intersecting locations.

#### **Always Keep in mind!**

- ☐ time of day, weather conditions and wellbeing of all group members.
- ☐ All group members can be used in the search but keep in mind the needs of each member and always have one person stay at camp in case the missing person finds their way back.
- ☐ All search pairs should be carrying a whistle and water
- ☐ Always follow the instructions your instructors have given you.

## LOST PEOPLE – “THE FUGITIVE”

You are an instructor for the renowned Camp Wheelerindaheckarwe, and are currently on a trip in Georgian Bay with 8 campers. It is 4:00 pm and as you wake from your afternoon nap, you realize that one of your campers, Richard Kimble, is not in camp! What do you do?!?

What are some things you should consider before beginning a search for Richard and explain why they are important?

List 3 places where you would immediately look for Richard, and explain why you would choose to look in these locations first:

1.

2.

3.

How could knowing a little about Richard’s personality help you and why?

It is now 8:30pm and you have not located Richard Kimble. What would your next steps be and why?

# FIRST AID & EMERGENCY SCENE MANAGEMENT

## “GREY’S ANATOMY”

Before approaching any victim you should always survey the scene. What potential hazards are you checking for when you do this?

- ☒
- ☒
- ☒

List 4 steps you would take if you came across a fellow group member who was alone and injured (serious, but not life-threatening) on a portage.

- 1.
  
  
  
- 2.
  
  
  
- 3.
  
  
  
- 4.

Use the chart below to list 10 items found in a basic first aid kit and to briefly describe the purpose of each:

ITEM	PURPOSE

First Aid & Emergency Scene Management - "GREY'S ANATOMY"

PLEASE COMPLETE THE FOLLOWING CHART

ILLNESS	SIGNS & SYMPTOMS	TREATMENT	PREVENTION
HYPO-THERMIA			
HYPER-THERMIA			
CUTS			
DEHYDRA-TION			

# MSR STOVE USE AND SAFETY – “QUEST FOR FIRE”

On the diagram, fill in the appropriate letter for each stove part shown:



a. Fuel Tank

b. Generator Tube

c. Legs

d. Burner

e. Fuel Cup

f. Plunger

g. Fuel Line

h. Temperature Adjustment

## **MSR STOVE USE AND SAFETY – “QUEST FOR FIRE”**

List 5 stove care & maintenance practices that can help ensure that your stove continues to work well throughout your trip:

1.

2.

3.

4.

5.

# RISK MANAGEMENT – BACKGROUND

## CONSIDER THIS...

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

## WHY IS THIS PART OF OS?

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

## SO HOW CAN WE MANAGE RISK ON TRIP?

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

### 1. REDUCE THE FREQUENCY OF THE RISK:

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

### 2. REDUCE THE SEVERITY OF THE RISK:

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

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

# RISK MANAGEMENT EXAMPLE: THE CANDLE

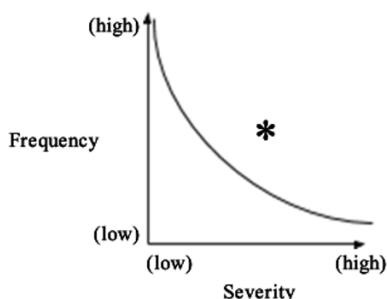
## STEP 1: DEFINE THE RISK

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

## STEP 2: CONSIDER THE RISK BEFORE ANY MANAGEMENT STEPS

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

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



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

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

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

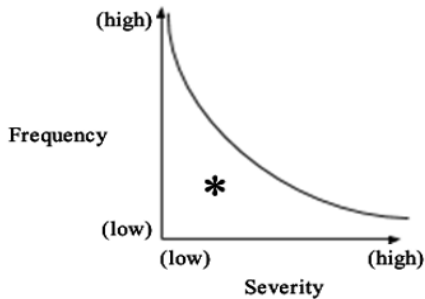


**STEP 4: RECONSIDER THE RISK NOW THAT YOU’VE TAKEN SEVERAL STEPS TO MANAGE IT**

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

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

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



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

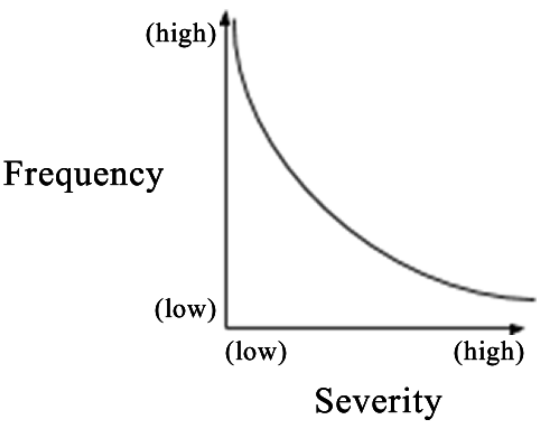
**ABOUT THAT DOTTED LINE...**

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

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

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

# RISK MANAGEMENT – PART 1



## ASSESSING RISK

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

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

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

## RISK MANAGEMENT – PART 2

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

Injury/Illness #1. \_\_\_\_\_

Steps To Reduce Frequency	Steps To Reduce Severity

Injury/Illness #2. \_\_\_\_\_

Steps To Reduce Frequency	Steps To Reduce Severity

# PHASES OF MOVEMENT - "I LIKE TO MOVE IT MOVE IT"

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

## THE PREPARATORY PHASE

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

## THE EXECUTION PHASE

The execution phase can be divided into two parts:

- The force-producing movements the participant makes to produce force for the impact or propulsion, for example: (for a canoe forward stroke) pull the paddle (and therefore the water) back to your hip. Use your core rotation because your core muscles are stronger than your arms.
- The "critical instant" is the point of contact (or the release) of the movement. This is the point that determines the effectiveness of the skill.

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

## THE FOLLOW-THROUGH PHASE

The follow-through refers to the body movements occurring after the execution phase. This phase is where the movement slows down after impact and the participant prepares for the next action. For example: (for a canoe forward stroke) this is where you would pull your paddle out of the water at your hip and slice it through the air back out in front of you.

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

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

# MOVEMENT/SKILL

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:

## GROUP DEVELOPMENT STAGES - “12 ANGRY MEN”

Explain each stage of group development and its importance to your group while on trip in Georgian Bay. Give an example of when your group was in this stage.

### FORMING

### STORMING

### NORMING

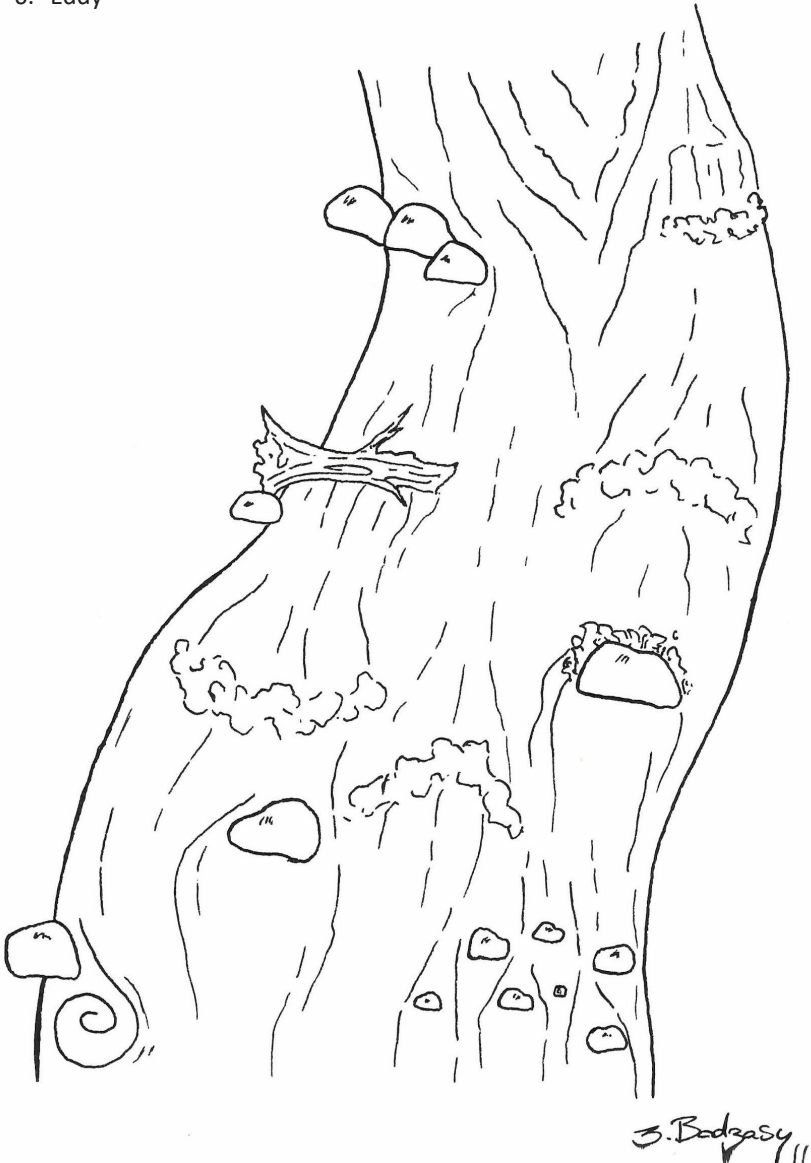
### PERFORMING

### ADJOURNING

# RIVER MORPHOLOGY 1 – “CSI PALMER”

Label the diagram with the following river features:

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



## RIVER MORPHOLOGY 2 – “CSI PALMER”

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

1.

2.

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

1.

2.



# CANOE DESIGN

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

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

## **LENGTH**

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

## **WIDTH**

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

## **DEPTH**

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

## **ENTRY LINES**

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

## **SYMMETRY**

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

## **KEEL**

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

## **ROCKER**

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



No Rocker



Moderate Rocker



Pronounced Rocker

## MATERIAL

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



## CROSS SECTION

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

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

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

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



V-shaped,  
shallow arch



flat bottom



round bottom

# WHICH CANOE CANOE CANOE?

In your groups of well trained, knowledgeable boat outfitters, you have been hired by the Gould Lake Outdoor Centre to assist customers in the purchase of a new boat. The boat must be a good fit based on the uses and needs of the customer being described. You will be given a laminated sheet of paper with 1 of the 4 scenarios on it. Please do all of the following:

- ✓ Draw a detailed picture of your boat, large enough to be able to show the other groups of well trained, knowledgeable boat outfitters (the other 3 groups).
- ✓ Write down the key features of your boat and why you chose to use those features in relation to the scenario/customer you were given. You should be able to identify and explain at least 5 features and their uses.
- ✓ Everyone in your group should have equal involvement while presenting.

## SCENARIO 1

A family of 4 are looking to go on multiple day trips through the back country. They have a lot of gear to make sure their 2 young and active kids (ages 8 and 10) are comfortable while in the bush. The hope is that both children will be paddling and portaging. However, the adults anticipate having to carry majority of the equipment and do most of the paddling, so they would prefer a light weight vessel.

## SCENARIO 2

A young person is looking to purchase their first boat. They want to spend a lot of time playing on big moving water sets like the ones found on the Ottawa River. They are quite new to the “playboating” world but would eventually like to end up being very good. They want to hit the sickest moves like nasty “surfs”, “boof” off every ledge and hit all the smallest “superhero” eddies! The young person isn’t very tall and doesn’t like to get super wet.

## SCENARIO 3

You are taking a group of 1st time paddlers on a day trip to Gould Lake. The plan is to make it to the big island to have lunch safely and successfully. The weather looks good, but it is spring time, so the water is still quite cold. There are 18 participants and 3 staff. You have some allergies and physical limitations amongst the group.

## SCENARIO 4

Grandma has retired from her \$ 1 million dollar a year salary all her kids and grand-kids have moved out and are now fully grown. She’s looking to buy a boat that she can use on those mornings when the sun is just coming up and the water is so still it looks like glass. She knows she will keep it at the cottage in a well kept shed. She doesn’t want to have to carry it from the shed to the water, so she has already bought a canoe cart. She also really loves the earth and wants to be as respectful as she can while she enjoys it.

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

## DISTANCE

Total distance to be paddled	<b>7 km</b>
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.)	<b>4 km/h</b>
Total estimated paddling time.	<b>1.45 hours</b>

## BREAKS

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

## TOTAL TRAVEL TIME

Paddling time + Break time	<b>2 hours</b>
----------------------------	----------------

## SCHEDULING

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

# 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?**

# OUTDOOR SKILLS ASSESSMENT PACKAGE

PLEASE INCLUDE FIRST AND LAST NAMES  
(ON ALL PAGES)

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

**\*\*FIRST AND LAST NAMES ON ALL PAGES\*\***

Summative

Wilderness Skills 1 (P) (10%)

Wilderness Skills 2 (GB) (10%)

Workbook Assignments (10%)

Living Skills (20%)

Active Living (10%)

Healthy Living (10%)

Final Summative

Theory Lesson (5%)

Journal, Fitness & Trip Log (10%)

Leadership (15%)

**Days Absent  
(incl. Evacuations)**

Learning Skills (E, G, S, N)

Responsibility

Organization

Independent Work

Collaboration

Initiative

Self-Regulation

Trip

*Skill*

*Strength*

*Attitude*



# OUTDOOR SKILLS ASSESSMENT PACKAGE

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

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

## Wilderness Skills 1 Palmer (10%)

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

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

# OUTDOOR SKILLS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree									
Students should be evaluated based on their most recent performance or their most consistent performance.									
<b>Wilderness Skills 2 Georgian Bay (10%)</b>									
Demonstrates an improvement in strength and endurance when kayaking									
Demonstrates an improvement in proper technique when kayaking									
Exhibits safe travel practices (keeping close to group, choosing conservative route, etc.)									
Demonstrates all skills required for ORCKA FW Kayak certification.									
Demonstrates appropriate kayak packing techniques.									
Creates well-balanced, nutritious, and appetizing meals.									
Demonstrates safe behaviour (hot pots, straining pasta, stoves & fires).									
Bakes yeast & quick bread using an appropriate method.									
Uses a map (and compass when needed) to navigate with little assistance.									
Maintains awareness of location, direction, destination and progress.									
Records & reads locations using grid references & lat/long Coordinates.									
Selects appropriate route based on environmental conditions and the strength of group.									
Sets up and identifies/fixes tarp or fly problems.									
Animal proofs all food and other smelly items.									
Safely lights & cares for trip stoves. Safely uses outback oven.									
<b>Final Level</b>									

# OUTDOOR SKILLS ASSESSMENT PACKAGE

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

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

## Workbook Assignments (10%)

Substance Use	Knowledge/Understanding Are the answers correct? Are the details accurate? Are procedures complete? Do they understand?								
	Thinking/Communication Ideas are organised, well-formed and well-explained. Answers demonstrate the ability to link concepts, create new ideas and formulate plans. Uses proper terminology.								
Nutrition	Knowledge/Understanding								
	Thinking/Communication								
Lost People	Knowledge/Understanding								
	Thinking/Communication								
1st Aid	Knowledge/Understanding								
	Thinking/Communication								
Stove Use	Knowledge/Understanding								
	Thinking/Communication								
Risk Man'	Knowledge/Understanding								
	Thinking/Communication								
Phases	Knowledge/Understanding								
	Thinking/Communication								
12 Angry Men	Knowledge/Understanding								
	Thinking/Communication								
River Morph	Knowledge/Understanding								
	Thinking/Communication								
Canoe Design	Knowledge/Understanding								
	Thinking/Communication								
	Final Level								

# OUTDOOR SKILLS ASSESSMENT PACKAGE

<p>1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree</p> <p>Students should be evaluated based on their most recent performance or their most consistent performance.</p>								
<b>Living Skills (20%)</b>								
Identifies strengths and areas for improvement through the use of a progress tool <b>Ex: skill self-assessment progress tool</b>								
Seeks guidance to improve learning/development <b>Ex: ask questions, lessons, skills, activities, journal, with peers or staff</b>								
Demonstrates appropriate coping strategies in challenging situations <b>Ex: bad weather, new learning, physical stress, interpersonal conflicts</b>								
Demonstrates effective time management and organizational skills <b>Ex: In camp, personal and group, travelling, LOD</b>								
Accepts and acts on feedback <b>Ex: peer and staff feedback is accepted in a positive manner and used if applicable</b>								
Communicates effectively with group members using appropriate tone and language throughout entire program <b>Ex: Expresses ideas and concerns in a clear and constructive manner</b>								
Actively listens to group members thoughts and ideas <b>Ex: doesn't speak out, waits until an appropriate time to ask questions, clarifies understanding</b>								
Works cooperatively with group members <b>Ex: takes fair share of work, shows initiative and appreciation for others work</b>								
Demonstrates respect for group members thoughts, ideas and contributions <b>Ex: supportive, provides feedback when needed, polite and honest</b>								
Participates as a positive and active member of the group <b>Ex: positive attitude throughout program, is engaged in all activities</b>								
Supports peers in their learning and development <b>Ex: gives constructive feedback when useful, clarifies content and ideas</b>								
Plays positive and active role in solving group challenges <b>Ex: involved in solving problems and making decisions, takes into account all factors including group needs</b>								
Makes appropriate decisions based on personal physical and emotional state <b>Ex: nutrition, hydration, appropriate load to carry</b>								
<b>Final Level</b>								

# OUTDOOR SKILLS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree Students should be evaluated based on their most recent performance or their most consistent performance.									
<b>Active Living (10%)</b>									
Participates safely and positively in all aspects of the OS course.									
Demonstrates leadership in creating a positive climate that promotes participation and safety.									
Demonstrates positive, responsible and social behaviour.									
Maintains positive peer relationships when working in groups by understanding their role within the group.									
Maintains or improves personal fitness level by participating in moderate to vigorous physical activity.									
Participates in fitness program goals and revisions									
Follows and promotes all LDSB & Gould Lake safety rules and guidelines.									
Demonstrates and promotes proper use and care of equipment including canoes, paddles, packs, tents, stoves etc.									
Makes sure that self and others are ready before different activities and making sure gear is safe to use.									
<b>Final Level</b>									
<b>Healthy Living (10%)</b>									
Makes appropriate nutritional choices based on activity level and nutritional needs.									
Encourages and supports other group members in making healthy choices.									
Makes and promotes healthy choices regarding personal hygiene, hydration, and sun protection.									
Uses appropriate communication and interpersonal skills to maintain relationships on trip.									
<b>Final Level</b>									

\*\*\*\*Please refer back to the level to percent resource throught the marking process\*\*\*\*

# OUTDOOR SKILLS ASSESSMENT PACKAGE

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

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

# OUTDOOR SKILLS ASSESSMENT PACKAGE

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.									
<b>Leadership Assessment (15%)</b>									
Demonstrates awareness and responsibility for group safety by making appropriate leadership decisions. (ie. weather)									
Demonstrates concern for and awareness of group and individual physical and emotional state. (ie. hunger, fatigue etc.)									
Plans ahead. Demonstrates preparedness regarding the day's route(TCP, briefs the group in the morning etc.). Exhibits understanding of challenges that may be faced and prepares the group accordingly.									
Facilitates initiation and completion of required tasks. Motivates group to complete tasks and travel efficiently.									
Communicates with LOD partner(s) throughout entire day									
Demonstrates a strong vocal presence when required.									
Communicates with the group and individuals by using appropriate leadership styles based on the situation.									
Maintains a strong and positive leadership presence throughout entire day.									
Completes all leadership duties as determined by the group.									
Completes a detailed and appropriate Time Control Plan									
<b>Final Level</b>									

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





# TRIP LOG AND JOURNAL



# **WELCOME TO THE OUTDOOR SKILLS**

## **STUDENT JOURNAL, TRIP LOG & FITNESS LOG**

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

### **THE TRIP LOG**

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

### **THE JOURNAL/REFLECTIONS**

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

### **FITNESS LOG**

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

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

# TO BE EFFECTIVE, GOALS MUST BE SMART!

Goals should be:

## **S**PECIFIC: IS IT CLEAR?

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

## **M**EASURABLE:                      **HOW WILL YOU KNOW WHEN YOU GET THERE?**

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

## **A**TTAINABLE: IS IT POSSIBLE?

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

## **R**EALISTIC:                      **IS IT PROBABLE OR LIKELY?**

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

## **T**IME FRAME:                      **WHAT ARE THE TIME-LINES?**

- ☒ Using time-lines –gives a sense of organization
- ☒ Promotes commitment to the goal

A **SMART** goal when completed looks like this:

Ex: “I would like to be able to stern a canoe in a straight line for 50m by Day 3 of the canoe trip.”

## FITNESS LOG DETAILS

The Fitness Log requires you to enter the following information:

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

### WHERE ARE YOU STARTING?

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

<b>ENDURANCE</b>	<div style="display: flex; justify-content: space-between; padding: 5px;"> <span>Low</span> <span>Medium</span> <span>High</span> </div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 20px; position: relative;"> <div style="position: absolute; left: 0; top: -5px; bottom: -5px; width: 10px;"></div> <div style="position: absolute; right: 0; top: -5px; bottom: -5px; width: 10px;"></div> </div>
<b>STRENGTH</b>	<div style="display: flex; justify-content: space-between; padding: 5px;"> <span>Low</span> <span>Medium</span> <span>High</span> </div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 20px; position: relative;"> <div style="position: absolute; left: 0; top: -5px; bottom: -5px; width: 10px;"></div> <div style="position: absolute; right: 0; top: -5px; bottom: -5px; width: 10px;"></div> </div>

## **FITNESS REFLECTION PRE-TRIP**

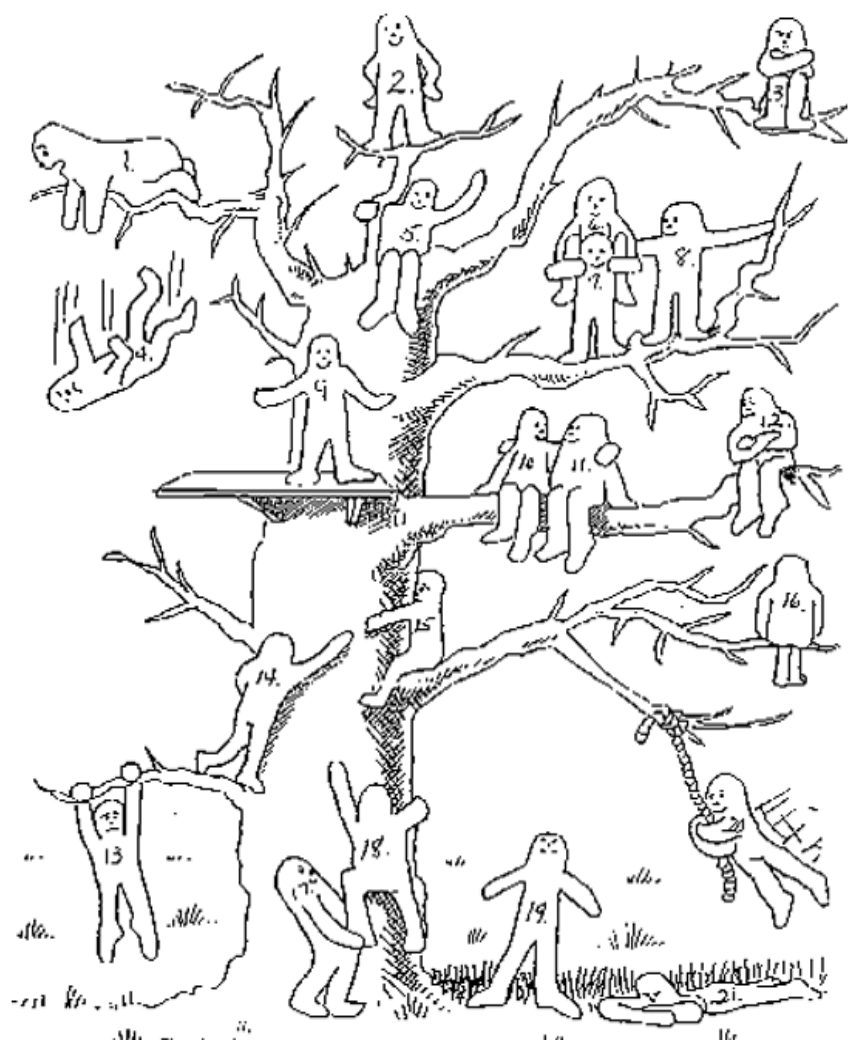
1. Experts recommend that youth and teens participate in 60 mins of physical activity every day. Do you feel you are able to achieve this most days during the school year? If so what types of activities do you do each day? If not, what are some of the barriers preventing you from being able to participate in this amount of daily physical activity?
2. Experts also suggest that the ideal exercise program combines strength training, aerobic exercise, and stretching. Do you feel that you are able to achieve this? If so, highlight some of the activities you do each day and indicate what type of exercise it is. If not, what type of exercise(s) do you feel you are missing? Why do you think this is?
3. Do you feel that participating in OS will allow you to meet the recommended guidelines for both duration and variety of daily physical activity?

## FITNESS REFLECTION PRE-TRIP

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

Tie a bowline	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>A what now?</span> <span>Almost got it!</span> <span>Bows-Eye!</span> </div>
Acts as a positive role model for my fellow campers	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>Pay no attention to</span> <span>Do as I say, not as I do...</span> <span>This is how we do it...</span> </div>
Shows initiative by starting tasks without being asked	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>If I can't spell it, I won't do it</span> <span>Sometimes</span> <span>It's already done</span> </div>
Kayaks effectively using strokes such as the forward stroke, back stroke, forward sweep and back sweep.	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>What is a kiyak?</span> <span>I can zig-zag like the best of them</span> <span>I am Fast... and Furious</span> </div>
Navigate using a map and compass	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>I think my map ran out of batteries</span> <span>Eenie Meenie Miney Mo!</span> <span>Just call me Garmin</span> </div>
Maintains an up to date trip log, journal, and fitness log	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>I think I left that at home?</span> <span>I might be a few days behind</span> <span>I like to dot my "i"s and cross my "t"s</span> </div>
Completes in-camp daily duties	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>Ha! You said duty!</span> <span>I'll get to those dishes later...</span> <span>I'm done mine, can I help you with yours?</span> </div>
Demonstrates proper environmental ethics	
	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>I love Global Warming!</span> <span>50 feet still seems pretty far to walk...</span> <span>Captain Planet! He's my hero!</span> </div>

# THE BLOB TREE



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

# GEORGIAN BAY JOURNAL





# GEORGIAN BAY DAY 1

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

# REFLECTIONS...

## SETTING GOALS FOR GEORGIAN BAY

**MY TRIP SKILL GOAL FOR THIS TRIP** (A trip goal promotes improving performance or ability related to a trip specific task or activity. Ex, paddle strokes, cooking, etc):

Steps I'll need to take to achieve this goal:

Possible difficulties and how I'll overcome them:

Deadline for achieving this goal:

**MY PERSONAL GOAL FOR THIS TRIP** (A personal goal is something to do with your attitude, confidence, self-esteem, friendships, teamwork, organization, or leadership):

Steps I'll need to take to achieve this goal:

Possible difficulties and how I'll overcome them:

Deadline for achieving this goal:

# REFLECTIONS...

## FITNESS LOG

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

# GEORGIAN BAY DAY 2

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

# REFLECTIONS...

## FITNESS LOG

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

# GEORGIAN BAY DAY 3

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

# REFLECTIONS...

## FITNESS LOG

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

Has your level of fitness improved? Explain.

What is your next step? Who/what resources can help you achieve this next step?

### DID YOU KNOW!

The Massasauga Rattlesnake is the only venomous snake in Ontario? Well...  
Now you know!

# GEORGIAN BAY DAY 4

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



# REFLECTIONS...

## FITNESS LOG

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

# GEORGIAN BAY DAY 5

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

# REFLECTIONS...

## FITNESS LOG

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

## MID-TRIP SELF REFLECTIVE WORKSHEET

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

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

# GEORGIAN BAY DAY 6

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

# **ACCESSIBILITY IN THE OUTDOORS**

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

**In what ways is Gould Lake accessible?**

**In what ways could Gould Lake be more accessible?**

# REFLECTIONS...

## FITNESS LOG

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

# GEORGIAN BAY DAY 7

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



# REFLECTIONS...

## FITNESS LOG

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

Has your level of fitness improved? Explain.

What is your next step? Who/what resources can help you achieve this next step?

# GEORGIAN BAY DAY 8

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

# REFLECTIONS...

## FITNESS LOG

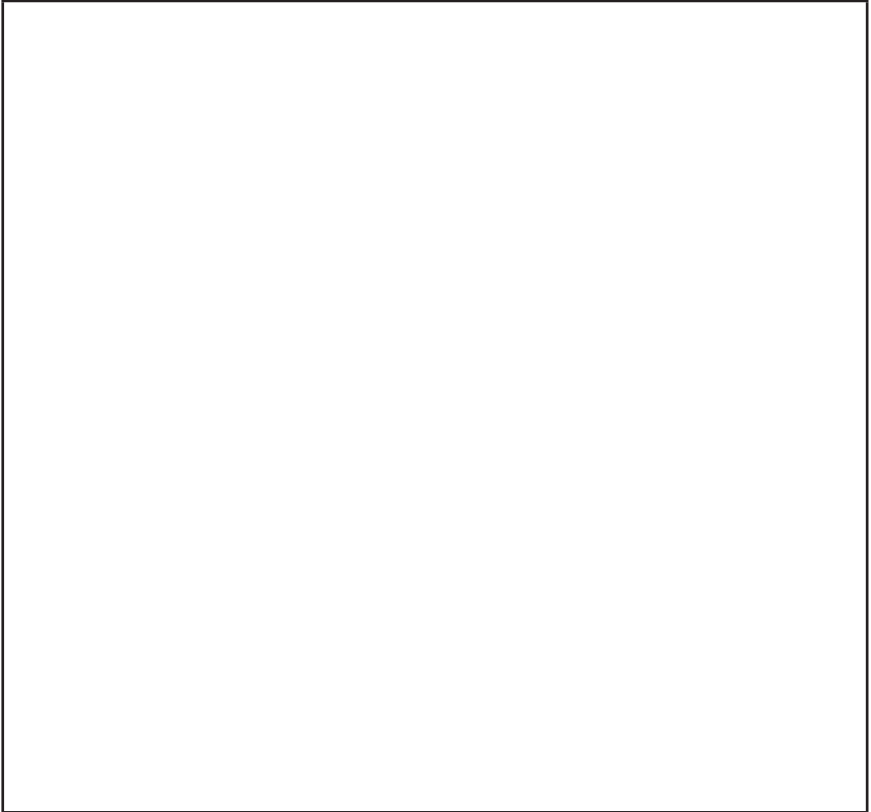
ACTIVITY	TIME (Hours)	INTENSITY (Effort required Low, Medium, or high)	DISTANCE (Km)	TYPE (Endurance? Strength? Or Com- bo?)
KAYAKING				
OTHER (PLEASE SPECIFY)				

### DID YOU KNOW!

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

## WHAT DO THEY LOOK LIKE?

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

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

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

# GEORGIAN BAY DAY 9

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

# REFLECTIONS...

## FITNESS LOG

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

## FINAL SELF REFLECTIVE WORKSHEET

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

Tie a bowline	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>A what now?</span> <span>Almost got it!</span> <span>Bows-Eye!</span> </div>
Acts as a positive role model for my fellow campers	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>Pay no attention to</span> <span>Do as I say, not as I do...</span> <span>This is how we do it...</span> </div>
Shows initiative by starting tasks without being asked	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>If I can't spell it, I won't do it</span> <span>Sometimes</span> <span>It's already done</span> </div>
Kayaks effectively using strokes such as the forward stroke, back stroke, forward sweep and back sweep.	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>What is a kiyak?</span> <span>I can zig-zag like the best of them</span> <span>I am Fast... and Furious</span> </div>
Navigate using a map and compass	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>I think my map ran out of batteries</span> <span>Eenie Meenie Miney Mo!</span> <span>Just call me Garmin</span> </div>
Maintains an up to date trip log, journal, and fitness log	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>I think I left that at home?</span> <span>I might be a few days behind</span> <span>I like to dot my "i"s and cross my "t"s</span> </div>
Completes in-camp daily duties	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>Ha! You said duty!</span> <span>I'll get to those dishes later...</span> <span>I'm done mine, can I help you with yours?</span> </div>
Demonstrates proper environmental ethics	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; left: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> <div style="position: absolute; right: 0; top: -5px; width: 10px; height: 10px; border: 1px solid black;"></div> </div> </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <span>I love Global Warming!</span> <span>50 feet still seems pretty far to walk...</span> <span>Captain Planet! He's my hero!</span> </div>

# DEBRIEFING YOUR TRIP GOALS

- 1. Refer to the goals you set at the beginning of trip and reflect on which goals you completed successfully and which goals you maybe didn't get a chance to finish.**
  - A.** Were your goals realistic?
  
  
  
  
  
  
  
  - B.** Were your goals based on your interests and areas of strength or competence?
  
  
  
  
  
  
  
  - C.** How does setting goals based on your interests and areas of strength and competence effect the success or completion of your goals?
  
- 2. For the goals that you were successful at completing, give 3 reasons why you think you were successful and explain.**
  
  
  
  
  
  
  
  
  
  
- 3. Now look at the goals that you weren't able to complete.**
  - A.** What are some obstacles that may have held you back from accomplishing your goals?
  
  
  
  
  
  
  
  
  
  
  - B.** What are some things that you could do differently on your next trip or with more time, in order to complete/be successful with your goals?



# **PALMER JOURNAL**



# PALMER RAPIDS DAY 1

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

## FITNESS LOG

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

## PALMER RAPIDS DAY 2

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

## FITNESS LOG

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

## PALMER RAPIDS DAY 2

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

## FITNESS LOG

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

# PALMER RAPIDS DAY 4

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

## FITNESS LOG

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

## **FITNESS REFLECTION POST-TRIP**

1. Now that you have completed OS, do you feel as though you were able to meet not only the 60 min of daily physical activity, but also all three types of exercise on a daily basis?
2. What type of exercise do you feel you were able to get the most of? What were some activities you did that would be considered this type of exercise?
3. What type of exercise do you feel was done the least? Can you think of any activities that you did that could be considered this type of exercise? How could you change a typical OS day so that this type of exercise could be included more often?

4. If you look back at your fitness log it is very evident that you have been very active every day for over a week. Do you feel that you have improved your overall level of fitness? If so, how do you feel you have improved (faster, stronger, more flexible etc)?
  
  
  
  
  
  
  
  
  
  
5. Do you feel as though you have gained other health related benefits? Please provide some examples.
  
  
  
  
  
  
  
  
  
  
6. As you return to the "real world" and back to your "everyday life" what are some ways your participation in the OS program will help you maintain a healthy lifestyle?
  
  
  
  
  
  
  
  
  
  
7. During the OS program do you think that you have developed competence in the skills that you were doing (ie. Kayaking, cooking, setting up tents)? If so how can this developed competence help you increase confidence in other physical activities?

# 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).

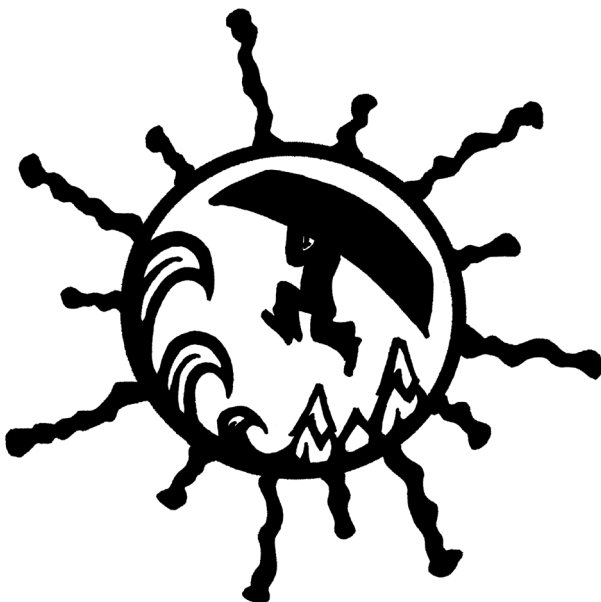
## WHAT DOES GOULD LAKE MEAN TO YOU?

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](http://www.gouldlake.ca)   
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[@gouldlake\\_LDSB](https://twitter.com/gouldlake_LDSB)   
613-376-1433 