

OUTDOOR PURSUITS

110

New Brunswick Department of
Education *P.D.* Box 6000
Fredericton, New Brunswick
E3B 5H1

1995

Acknowledgements

The Department of Education wishes to acknowledge and thank the following contributors not only for the development of this document, but also for their tireless devotion to outdoor education and willingness to involve themselves in the evolution of this ground-breaking curriculum.

The following educators have served as working group members and/or pilot teachers over the development period 1990-1994:

Owen Fraser, Harrison Trimble High School

Hector Roach, George Street Junior High School

Richard Faulkner, Caledonia Regional High School

Stewart Fraser, J.M.A. Armstrong High School

Ted Deweyert, Carleton North High School

Stephen Woodworth, McNaughton Science and Technology Centre

Al Norman, McNaughton Science and Technology Centre

Gary Crossman, Coordinator of Physical Education, District 6

Ken Taylor, Acting Consultant Health and Physical Education

This course is directly related to a vision developed by:

Tom Hanley, former Health and Physical Education Consultant, and
current Team Leader, Innovations and Development Team
and Ron McKenzie, former Physical Education Coordinator in the former District 19 now
amalgamated within District 6.

TABLE OF CONTENTS

	<u>Page</u>
Rationale	1-2
Objectives	3
Guidelines for Implementation	4
Course Content Overview	5
Planning and Evaluation	5-7
Course Content	
Conservation	8
Personal Fitness	9
Navigation The	9
Compass Sleeping	10-11
Cooking Group	11-12
Relations Hiking	12-15
Nature Study First	15-16
Aid Photography	16-17
Survival Psych	17-18
Survival	19
Backpacking	19-20
Leadership Self-	20-21
Evaluation	21-23
Rappelling and	23-24
Climbing	24-25
Canoeing	25
Kаяaking	25
Cross-country Skiing	25-27
Snowshoeing Winter	27
Camping Travel Diary	28
Public Relations	29
	30
	30-31
	32 32
Guidelines for Outdoor Tripping Experiences	33-36

continued over

APPENDICES

APPENDIX A (Qualifications)	37-38
APPENDIX B (Sample Outdoor Pursuits Out-Trip Request Form)	39
APPENDIX C (Sample Parent Consent Form) APPENDIX D(CAHPERD supervisor requirements)	40 41-43
APPENDIX E (Legal Liability and Outdoor Pursuits)	44-46
APPENDIX F (Waivers)	47
Outdoor Pursuits Suggested Reading and Resource List	48-51

Rationale

Outdoor Pursuits provides the opportunity to address growing public concern for the conservation and sustain ability of our precious natural resources, while at the same time providing students the opportunity to experience outdoor recreational activities.

Programming which provides a challenge to an individual to discover new personal limits, will be explored while providing an opportunity to develop an ecological awareness of our natural environment.

Students will become directly involved in the planning and organization of activities which will allow them to take on roles of responsibility directly within the learning environment. Further, the student will be drawn directly into an evaluation of the results of such planning to develop their leadership roles.

Students will gain a greater appreciation for the natural environment and its potential to enhance an active living lifestyle. As life expectancy and longevity increase, so too must our connection with healthy living behaviours increase, to assure our ability to enjoy nature and to recreate within nature.

"Technology has increased comfort, reduced risk, and made many regions easily accessible, but it has also made it possible for thousands of inexperienced and often ill equipped lightweight campers to penetrate the wilderness. The dangers in this tendency are obvious. Without proper preparation, including skill development, planning and provisioning, novice canoeists and backpackers are a danger to themselves and others. A theme running through this book is: *prepare, practice and always err on the side of caution*. Technology has made lightweight camping safer, but not free from danger. In fact, the advantages achieved through technology can provide a false sense of security. Know your equipment, know your skill level and most of all, exercise good judgement."

"How well today's campers protect the natural environment will determine what parts, if any, of our wilderness areas remain for our children and our children's children to explore during the 21st century. In most designated wilderness areas there is a carry-in and carry-out policy. Campers are expected to leave nothing behind. Instead of wood fires, stoves are required unless campers go fireless. The number of areas where strict regulations are in force is increasing, but the ultimate value of these restrictions will always depend on the goodwill, if

not good sense, of all canoeists and backpackers. Strict enforcement is not possible, so self-regulation is required. Campers must accept responsibility for policing their own actions. This means teaching (children) by example, and not being afraid to constructively comment on the environmental behaviours of others in your party."

- Michael J. Hatton
Lightweight Camping: A Four
Seasons Resource Book
(see resource list)

Students will be encouraged to "take only pictures and leave only footsteps". The discovery of a new interesting world of outdoor activity will provide exhilaration for the body, beauty for the soul and solace for the spirit.

This course will provide opportunity for development of both skill and personal environmental ethics. There exists potential for those who complete this course to develop those leadership skills that will help to expose for others the joys of nature which will ultimately impact societal interpretation of the value of the natural environment.

Objectives

In general terms this course is designed to provide students with greater insight, appreciation, concern and knowledge about the outdoor environment and the opportunities that it holds for educational, recreational and economic benefit.

- Students will demonstrate a knowledge of the importance of natural resources.
- Students will demonstrate ongoing appreciation for these resources.
- Students will master the necessary technical skills relevant to the unit activities.
- Students will demonstrate appropriate safety procedures.
- Students will demonstrate outdoor living skills for future leisure pursuits.
- Students will demonstrate the acceptance of responsibility for self and for others as related to program planning and the administration of the plan.
- Students will demonstrate a willingness to accept a leadership role.
- Students will participate in an interaction between peers and with the instructor.
- Students will participate in an evaluative process related to performance, planning, implementation and roles of responsibility involved in out-tripping experiences.
- Students will demonstrate their ability to solve problems related to the course. Examples could include the areas of safety, technical skills and group dynamics.

GUIDELINES FOR IMPLEMENTATION

OUTDOOR PURSUITS 110

This course should be offered under the following criteria:

- a) Outdoor Pursuits 110 be an elective course for students with a special interest in outdoor physical activity, healthful living and a respect for the environment.
- b) Students be required to apply for admission to the course and applications will be screened by the Outdoor Pursuits teacher and the Guidance staff. Health and Physical Education 110 (HPE 110) is a pre-requisite. The number of students admitted to this course is limited to a maximum of eighteen.

Given the nature of the course as outlined in the previously stated objectives, students will be frequently exposed to situations which demand a high level of initiative, maturity, responsibility and dependability. It may be necessary that a selection process be put in place.

In view of the safety implications of this course, some students may not be accepted to the enrollment.

- c) The course be allotted five periods per week, primarily in practical activities. This course does not require continual specific gymnasium time as the instruction and practical skills are performed in the outdoor environment.
- d) Additional time outside of regular school hours will be required for some course projects. Students should be made aware of the course requirements before enrolling. Students must also be informed of the evaluation process.
- e) Resource people from the school, district and the community could be used to compliment the staff.
- f) Instructors must have appropriate certification where such certification is offered by a national body, to instruct an activity within this course.

OUTDOOR PURSUITS 110

COURSE CONTENT OVERVIEW

<u>Corn pulsory Core</u>	<u>Activities Do any four (4)</u>	<u>Options</u>
Awareness	Hiking	*3 Kayaking
Fitness	Backpacking	*4 Rockclimbing
Map & Compass	Winter Camping	* 4 Rappelling
Group Relations	X -C Skiing	Photography
Cooking Sleeping	Snowshoeing *2	Cycling
Equipment	Canoeing	Caving
*1 First-Aid (CPR)	Orienteering	
Nature Studies		
Travel Diary		
Leadership (PR)		
Survival Evaluation		

* Teacher Requirements

- *1 Must have instructors certification.
- *2 Minimum requirement Level I (new system - see Appendix A).
- *3 Certification is required before this topic may be included in the course.
- *4 A great deal of experience is required in the setting up and use of specialized equipment.

PLANNING and EVALUATION

Evaluation is an important part of any activity and is especially important when trying to develop leadership. Students shall be evaluated on the practical application of skills learned in the course. Incorporated in this ongoing process is attention to student planning, student performance and student self-evaluation. This indicates the significance of the evaluation process and the equal importance of planning. The instructor must plan appropriate opportunities for learning and provide the student with the opportunity to benefit from, and begin to accept a role in, the course out-trip planning. The students shall be directly involved in the planning phase which makes provision for the cognitive aspects of problem-solving in controlled cooperative group activities. So too, will the students be involved in an evaluative and reflective analysis of this planning.

Evaluation of skills learned

Demonstrated ability or proficiency in specific skills.

Oral presentations and teaching sessions

This will take the form of individual presentations or being involved in approved group teaching situations. Students may present researched topics to their class peers or may make presentations to other groups. For example, students may assist in the delivery of lessons pertaining to the Lost and Found program for grade 4-6 students.

Participation projects

Out-trip experiences may take the form of 2-3 hour excursions, full day excursions, overnight and/ or weekend formal trips. Teachers will require that students satisfy commitment to and completion of combinations of major and short duration out-trips.

Due to the range of activities that may take advantage of the out-trip, a number of evaluation models will be possible.

This could involve students teaching topics to outside groups like the Boy Scouts or Girl Guides, or group involvement in community projects like planting trees, clean-up campaigns or whatever is of current local interest. Because of local conditions teachers may have to modify this requirement for their own particular situation.

Written tests

These should be kept to a minimum such as for CPR or First-Aid, and knowledge related to safety procedures.

A maximum of 20% of the final course grade will be devoted to participation in out-trip experiences. As a broad guideline, instructors may configure their evaluation model in such a manner as to devote no more than 80% of the final grade to components other than the out-trip commitment. Knowing the demands on students in their family lives, job responsibilities, involvement in school and community athletic and club ventures, there exists concern for the number and duration of the out-trip requirements. Efforts will need to be made to provide students with a number of ways to satisfy the requirements for the remaining portion of the grade.

Students will keep a travel diary. The content of such a travel diary may be personal and will not be part of the evaluation process, however, the responsibility to complete this task will be incorporated into the overall model. The instructor will read the diary and make comments but will not evaluate the content.

COURSE CONTENT

CONSERVATION

"Whatever befalls the earth, befalls the sons of the earth.
Man did not weave the web of life; he is merely a strand in
it. Whatever he does to the web, he does to himself."

Chief Seattle

A conservationist is one who seeks to provide for the existence of the greatest possible diversity and variety of life on earth.

Every person travelling in the out of doors must do everything possible to reduce the impact they have on the area. For example, carrying out garbage, using wood fires sparingly and carefully, if at all, not cutting any boughs, avoiding pollution of water, and not taking any souvenirs, are worthy practices.

Ecology, the study of life systems and the inter-relationships of all their components, should become a repeating theme so that students understand the functioning of various ecosystems and try to learn to fit in as unobtrusively as possible. This should include birdwatching, animal watching, bug watching, becoming familiar with trees and flowers, mosses and lichens, rocks and minerals, the water cycle and cloud formations, winds and weather.

We must be very aware that each one of us makes a difference and that we must develop a harmonious relationship with the world around us. The living systems of nature all around us reveal beauty, order, balance and an ability to repair and rejuvenate. We have much to learn.

Conservation is related to everything we do in an Outdoor Pursuits program and therefore it is a theme that carries through all the other activities. The major areas to be covered here are:

- Eco systems
- Biotic regions
- Food chain
- Water cycle
- Recovery of and repair of the environment

Discussions on the wise use and management of natural resources, environmental issues which might be current in the local area, local clean-up campaigns, tree planting endeavors, etc., are all logical areas to be included.

PERSONAL FITNESS

To be able to take part in all the outdoor activities that go along with this program each individual must have an acceptable level of physical fitness. Improvement may be required prior to inclusion in certain out-trip plans. Fitness was a major component of the course Health and Physical Education **110**, so this term will concentrate on fitness for specific activities.

A fitness test will be administered during the first week of the course to evaluate the physical condition of the students, and again prior to the end of the course. Any areas that the students need or wish to be improved, will be worked upon on their own time.

Specific activities will necessitate a high degree of fitness. As a result of the completion of HPE 110 students will possess the ability to self appraise their fitness level and may design a personal fitness plan in consultation with the instructor. As they become involved with specific activities they will work on conditioning exercises for specific muscle groups, etc., especially for activities such as cross-country skiing, canoeing and rappelling.

NAVIGATION

The skills of being able to navigate is very important for those involved in outdoor activities as it gives independence and a feeling of self reliance. With proper knowledge of how to use a compass and how to orient and read a map students should be able to choose a destination, and reach it, knowing where they are going, what terrain they are going to cover, how long it will take, and then return without needing the assistance of a search party.

The most important skill in navigating is observation. Use the eyes and ears and make it a habit to make mental notes of landmarks, the lay of the land, where waterways run, etc. Teach students to use the sun, if it is visible, as a direction guide remembering that it is constantly shifting. Remember also to look back often so that you will see what the terrain would look like if you had to retrace your path. Because of strange terrain, fog or darkness, sometimes observation alone is not enough. You must call on other resources, namely your compass and map. Like many other devices the compass must be checked before you set out on your trip before it becomes necessary to depend on it.

The Compass

The compass used should be a baseplate style compass because much of the time it is used as a protractor rather than just a compass.

Compass:

- The parts of a compass
 - Why a compass works
 - Which end of the needle to "read"
 - How to hold a compass
 - How to read bearings from a compass
 - Directions or points of a compass (N, E, SW, NNE, etc.) - -
 - NORTH - True North, Grid North, Magnetic North
 - Bearings - The amount of turning from North or 0°
 - Using a compass, face toward given bearings
 - Read the bearing for a specific landmark
- Declination - The difference between true and magnetic North Maps:
- Types of maps available
 - Where to obtain maps - date of map
 - Scale - conventional signs - contours - terms used
 - Grid references
 - How to protect, fold and carry maps
 - Factors that may be unreliable on a map - new roads, - logging
- Setting or orienting a map
 - Describing directions
 - Plotting and reading bearings

Distances:

- Step and pace when walking and jogging
- Differences that terrain makes
- Learning to estimate distance by time taken
- Estimating by sight

Related Areas:

- Going the opposite way, - back azimuth or back bearing
- Detours around natural hazards (aiming off)
- Triangulation
- Orienting maps in the field according to the lay of the land
- Alternate methods of finding directions

Planning an Out-Trip:

- Plan the route
- Estimate the time and possible problem areas
- Plan an escape route
- Check points en route to verify your position
- Who to notify before you leave and what information to leave with them
- There are a number of map and compass games available to help in the teaching of the basics of this section. If you have access to good orienteering maps of an area nearby then you could run orienteering meets for practise of the map and compass use and distance estimation.

SLEEPING

Being well rested and having plenty to eat are two of the major criteria of an enjoyable out-trip.

Site:

- Preferable out of the wind unless its insect season
- Level or close to it (check for roots and rocks)
- No dips or valleys to hold water if it rains
- Not on an animal trail
- Far enough away from a fire so that sparks are not a threat
- In much used areas use existing campsites
- Not under large dead limbs of trees
- If on a beach, be above the high water line

Tent:

- With a floor, fly and no-see-um proof screening
- Openings that zip tightly shut
- Lightweight
- Cross ventilation
- Care, maintenance and storing

Mattress:

- Air mattress
- Closed cell foam sleeping pads - ensolite
- Self inflating mattress - therm-a-rest
- Which is best for you - advantages and disadvantages
- How to carry, how to store
- Special precautions for extreme cold

Sleeping Bags:

- Shapes - rectangular - barrel - mummy
- Materials - nylon - gore-tex - cotton
- Fills - down - polyester - Polar Guard - Hollofil
- Construction - sewn through, V tube baffling, shingled
- Left and right hand sleeping bags
- Baffles around zippers and neck
- Zippers that open from both top and bottom
- Temperature rating - how low the temperature may go and still keep the occupant warm (each individual is different, some sleep warmer than others so make sure you know before you buy a bag and get it for you and the temperature range you'll be in)
- Overbags and liners
- Packing and carrying
- Care and cleaning of sleeping bags
- Storage

Bed Time:

- Change into completely dry clothes
- What you wear is a personal choice usually dictated by how warm your sleeping bag is
- Arrange the clothes you take off so that you can find them if you need to get up in the night - Many people put shirts, jackets, etc., neatly and flat under them
- In cold weather put your boots on either side to keep you from rolling off and to keep them from freezing
- Answer the call of nature just before rolling in
- Know where to lay hands on your flashlight
- Beware of elasticized cuffs at wrists or ankles
- Most heat loss is at the head and neck so prepare
- Make sure your breath is going outside the bag
- Make every effort possible to keep the bag dry

COOKING

When on an out-trip most people will burn up to 50% more calories than they would in normal everyday conditions, coupled with the fact that most teenagers have voracious appetites, food becomes a major consideration for each out trip. There must be plenty of it and it must be prepared so that it can be enjoyed. So long as campers are full and rested they can cope with anything. Most out-trips plan two major meals a day, breakfast and supper with trail snacks or light lunch at noon. If you have to unpack and prepare a full meal in the middle of the day it takes a great deal of time and tends to leave the participants a bit lethargic for the afternoon.

Cooking in a camp environment is a major change from using a kitchen range where the temperature can be closely controlled and you have access to written recipes and measuring devices. With practise most students really enjoy the chance to cook outdoors.

Using an open fire:

Stoves:

- Naphtha or white gas
- Propane gas
- Kerosene
- Refueling - lighting - cleaning - transporting fuel

- Using grills, dutch ovens, reflector ovens, spits
- types of fires required for each

- Boiling, baking, broiling, roasting, toasting, etc.
- Judging temperatures and cook times
- Estimating quantities and adjusting recipes
- Significance of carbohydrates, sugars, fats

Canada's Food Guide:

- Milk and milk products
- Meat and alternatives
- Bread and cereals
- Fruit and vegetables

- Foods that are ideal for out tripping
- Canned goods? - if so, what?

Recipes:

- Self rising flour for biscuits, pancakes, pizza, dumplings, cakes, etc. - Meats for out-trips
- Pasta, rice, potatoes
- Soup mixes as base for stews, etc.
- RST - rice, soup and tuna
- Spaghetti - make your own sauce on the trail
- Oatmeal porridge
- Desserts
- Condiments - sugar, salt, margarine, syrup, catsup, etc.

- Planning so a meal is all ready at one time
- One pot meals for cold or wet conditions
- Trail or snack foods
- Beverages
- New food products from the supermarket that lend themselves to out-tripping use

- Food preparation for expeditions - drying - packing
- How foods and changes in diet affect digestion
- Foods that can lessen constipation problems

Fire Lighting:

The campfire for many is the symbol of camping, it has a cheery glow to warm you and cheer you up, cook your food and dry your clothes. It adds a magical feeling to a long evening and seems to dance with the stories that are told. Now, in some heavily used areas, fires are very restricted and you are not allowed to cut any wood.

For many of the out-trips, camp stoves will be used to lessen the impact on the immediate environment, but every person should be able to start a fire under any condition and know what types of wood to use.

- How to select and prepare a location that is safe
- Tinder - what it is, how to make or find
- Which woods burn best, hard woods, softwoods
- Keep the fire small
- Special precautions when the area is very dry
- What to do under wet conditions - candles - fire starters
- Additional requirements when there is snow
- Clean up - pack garbage - leave the site better than before

When going on a hike always be prepared for whatever condition may appear. Emergencies arise at the most inopportune moments and students as the potential leaders must have thought of what might occur and be prepared for first-aid conditions, hypothermia, people falling into water, fatigue, rain and other weather conditions and such. For class discussions it is good to run through "what if" situations, simulations if you wish so that each of the students have thought a bit about any or all of these conditions.

Sanitation:

- Preparing food for safe travelling
- Cleanliness while preparing meals
- Disposing of food remnants
- Clean water
- Cleaning dishes properly
- Disposing of dishwater
- Keeping food safe from animal intruders

Other points to take into consideration when planning menus include:

- Personal food preferences (it's no good taking rice pudding or prunes if no one will eat them)
- Individuals diet restrictions:
 - religion
 - vegetarian
 - medical - diabetes, ulcer, allergy
- Weight and bulk of specific items
- Keepability - which foods to use early in the trip, which will keep - which are affected by moisture, etc.
- Cost and availability of foods (freeze dried) - How easy to prepare on the trip

Throughout this time have the students watching for containers that would be useful for transporting food products for your portable kitchen. Containers that are seal able and leak proof.

By the time you are finishing this unit the students will probably be showing up with all sorts of products that they have discovered in their search for new ideas. Suggest that they visit health food stores, the different supermarkets, delicatessens, and camping supply stores.

Have them try making their own dehydrator to dry meats, fruit and vegetables and fruit leathers. Make up your own special trail or snack mix with nuts, fruit, seeds or whatever you prefer. Make your own chocolate or chewy bars loaded with energy.

GROUP RELATIONS

"Group harmony is seldom achieved without personal sacrifice."

This unit is primarily class discussion on why group relationships are important in wilderness situations. Discussion focuses on how these relationships are developed and maintained, how each individual must learn to cope with having to give up a bit of individual freedom for the betterment of the group, learning to recognize signs of strain within individuals or a group and steps that can be taken to relieve this.

Learning to "listen" to what others are saying so that we become aware when feelings have been hurt, etc., are important features contributing to group dynamics. Students should become familiar with those qualities to strive for in individuals making up a group going on an expedition.

Discuss case histories of expeditions that may have had relationship problems and how they were resolved or how a crisis brought the group together.

"Leadership is the quality that transforms good intentions into positive action; it turns a group of individuals into a team."

T. Boone Pickens

"Things turn out best for the people who make the best of the way things turn out."

Art Linkletter

HIKING

The hike is an excellent activity that will develop cardio-vascular fitness and muscular endurance for the legs and shoulders. As experiences and fitness develop, covering cross-country terrain will pose minimal discomfort. While hiking, purposefully afford time to enjoy the surroundings, to take pictures, to explore places such as waterfalls, underground lakes, caves, old mining areas, national parks, abandoned communities and the like. These experiences should be accounted for in the planning phase. Each time out increase the distance and the load so that students will soon be ready to head out backpacking.

Footwear:

- Types of boots available
 - Which sole?
 - Leather or Gore-tex
 - High cuts or low?
 - Padded and lined?
 - Laces or velcro
 - Full steel shank or not?
 - Do I want steel toes?
 - Insulated or not?
 - How do I keep them?
 - How do I dry them?

Boots are what you depend on when you are hiking. If they don't feel right when you try them on then look for another pair. All boots must be broken in, this takes out much of the initial stiffness and after they have been hot and damp they begin to conform to the specific shape of your foot. This should be done on short trips or close to home and not on a major hike where you would probably end up with blisters if you head out with new boots.

Socks:

Socks provide padding, insulation, moisture absorption, and skin comfort.

- Two layers for padding
- No seams or patches to cause blisters
- Wool, cotton, nylon or blends
- How many pair?
- How do I dry them?

Gaiters:

Gaiters were originally designed to keep snow from entering the top of boots, many now find them helpful in wet grass so that the top of the socks don't get wet and "wick" the water down into the boot, and also when hiking over sandy or rocky terrain to keep small stones from getting in the top of boots.

Be kind to your feet, don't keep going because of "pride", if you develop a hot spot them stop immediately and treat it with moleskin or molefoam. Check for wrinkled socks, small pebbles in the boots or rough insoles.

NATURE STUDY

"From my boyhood I have observed leaves, trees, and grass, and I have never found two alike. They may have a general likeness, but on examination I have found that they differ slightly. Plants are of different families. . . It is the same with animals. . . It is the same with human beings; there is some place which is best adapted to each. All living creatures and all plants are a benefit to something."

Okute, a Teton Sioux Indian

Nature study should be a part of every out-trip. We must learn to look around us, to see, to hear, to feel, to smell and to touch. We first have to learn to look beyond our feet. One part of nature study is to learn to identify trees, plants, animals and types of rock formations.

Trees:

- Leaves
 - simple or compound (how many)
 - shape
 - color
 - size
- Needles
 - how many in a cluster
 - shape
 - size
- Bark
 - texture - what it looks like, what it feels like
 - color
 - appearance - smooth, rough or stringy

- Shape of the tree
- Size of the tree
- Its overall coloration
- Its habitat

Animals:

- Size
- Color
- Habitat
- Sound
- Reactions

Birds:

- Size
- Color
- Song
- Flight characteristics
- Habitat

Plants:

- Flower
- Habitat
- Size
- Odor
- A use for it

Try to make a point of exposing students to different types of terrain. Emerging forests, mature softwood forests, mature hardwood forests, meadow land, rocky outcrops, wetlands and marshes.

Topics that should be discussed with observation include: producers-consumers - adaptations - food chains - plant succession - competition - territory - decomposers - cycles - soil formation.

"What is life? It is the flash of a firefly in the night. It is the breath of a buffalo in the winter time. It is the little shadow which runs across the grass and loses itself in the sunset."

Crowfoot

FIRST-AID

First-aid is like having a life insurance policy, you hope you'll never have to use it, but by having first-aid knowledge you'll be better prepared to handle a troublesome or potentially dangerous situation. Students will take the Standard St. John Ambulance or Red Cross course with special emphasis placed on conditions that could arise when out-tripping.

Each student will put together their own personal first-aid kit to carry with them on any outing, also the group will put together an out-trip first-aid kit to be carried as part of group equipment on every out-trip. The Basic Life Saver (BLS) course on CPR will be a review component of the course.

It must be impressed upon students that the key to first-aid is prevention, being in good physical condition lessens chances of injury, being smart enough not to take foolish risks, eating properly, being well prepared with clothing and rain suit, and protecting yourself from excess sun. In spite of all this injuries sometimes do occur so go prepared.

Over the next few years (late 1990's) it is anticipated that two fronts of rabies will converge on the borders of New Brunswick. One front of rabies carried by the Red Fox which has plagued Ontario and South Western Quebec for a number of years is moving towards New Brunswick. Also, the rabies strain carried by Raccoons is converging on New Brunswick through Maine from the south. These fronts are moving at a rate of 80 - 90 kilometers per year. New Brunswick anticipates prevention initiatives over the next few years to address these signs. Instructors and students should be aware of current prevention measures, safety procedures if faced by a rabid animal and procedures for treatment of potential transmission of rabies. Updated information is available through the consultant.

PHOTOGRAPHY

Photographs are mementos of occasions and the people who shared them with us. Most people like to see themselves in photos and most enjoy taking photos.

Cameras:

- Instant, 35mm, SLR, video

Lens:

- Normal, wide angle, telephoto, zoom, macro, auto-focus

Film:

- Speed - ISO - what difference does it make?
- Prints, slides or videotape

- Light readings - how they relate to film speed

- Aperture settings

- How film speed, light meter and aperture inter-relate and which one takes precedence under which condition.

Picture composition - ideas on:

- Shapes, patterns and form
- Do you wish to create balance or imbalance?
- What angle - low, high, off to one side?
- Frame it through some nearby object?
- Well defined or fuzzy?
- Clearly lit or a silhouette?

- Flashes, filters and accessories

- Special effects - time exposures, colors, multi-exposures, etc.

Students especially enjoy preparing their own video tapes, they can be on a topic for class or nature study or landscapes or an out-trip or whatever you agree upon.

Videotaping is more economical than using photographic film but both have their benefits so try to include both in the program.

SURVIVAL PSYCHOLOGY

Examining how we react to stress and fear allows us to be better prepared if we ever end up in a problem situation. These problem situations are never planned. When they happen and we are left to face them with the variables of the surroundings and the resources that are available to us the total responsibility for our lives and others lives may depend on these decisions.

The major psychological factors:

- Panic and fear
 - fear of the unknown especially after dark
 - fear of discomfort
 - fear that you may not be able to cope
- Pain as you sit and think about it - it becomes worse
 - keep active
 - keep hoping

- Cold - it becomes easier to "give up"
- Fatigue - recognize that you are burning too much energy
- Thirst - finding or conserving water is important
- Hunger - food ends up being what you think of most
- Loneliness and boredom - keep busy

Some mind sets that help in survival situations:

- "I will make it"
- "I will control my fears"
- "I have the ability to make up my mind and stick to it"

A person must be able to keep their cool, use their imagination and adapt to changing situations. A person must be able to live with themselves, and have enough pride and determination to look after their body so they return from a survival situation having used it as a learning experience.

The more knowledge you have, the more skills you possess and the more you've read about survival psychology, then the more self-reliant and selfconfident you will be. The knowledge, attitudes and skills will contribute significantly to your survival.

To succeed you must have a positive attitude, be able to tolerate discomfort such as insects or continuous rain or cold, be able to combat hopelessness, be able to control fear, pray, and keep thinking "I will succeed".

SURVIVAL

Take care of the brain first, then
it will take care of you.

The greatest problem of all will be mental. Combating the fear of your own weakness, fear of the unknown, and fear of discomfort. Survival is almost totally a head game with all the decisions of life resting upon your knowledge of what the body needs and how you must go about meeting those needs.

Survival means having a strong will to live. Survival begins and ends in ones own thinking process, keeping your head and knowing how to use it with firm discipline.

HYPOTHERMIA (exposure) is the number one killer of outdoor recreationists. It is the rapid, progressive mental and physical collapse accompanying the chilling of the inner core of the human body, and caused by exposure to cold, aggravated by wet, wind and exhaustion.

- Conditions that can lead to hypothermia
- What happens in your body

- Symptoms in you
- Symptoms in others
- Remedies - cures
- Follow up

In survival situations FIRE is a very important factor. It provides warmth, dries clothes, signals for help, cooks food if any is available and does wonders for the individuals morale. Alternate ways of starting fires in survival situations.

Another important factor is SHELTER. This along with the fire give the morale a great boost.

Types of shelters to be considered:

- Tarps or plastic
- Natural shelters
 - caves or overhanging rocks
 - base of large heavily branched evergreen
- Lean-to
- Shelters in the snow
- Methods of signaling
- Finding something to eat
 - edible plants, etc.
 - meats
 - cooking without utensils
- Your action plan
- Finding something to do to keep occupied
- Making survival equipment - augmenting clothing
 - snowshoes
 - traps and snares

It is hoped that no one ends up in a survival situation but everyone should have thought through "what if" situations and be prepared every time out so that if a situation ever does arise they take over and are in control of themselves and the situation.

Personal Hygiene:

A backpacking expedition can be a very traumatic experience for first timers, when they finally realize there is no hot shower, in fact no shower at all, that they have no place to wash their hair, and finally that they have to create their own toilet, and clean up afterwards. Stress that washing or using toilet facilities must be done well away from waterways. Students must be taught to be thoughtful and honorable in this endeavor. The same applies for washing clothes and brushing teeth make sure the soapy residue is not allowed into the waterway and that the evidence is not visible.

Essentials:

Every time you are on an out-trip you should consider having all of these essentials with you.

- Extra clothing
- Extra food
- Knife
- Matches
- Firestarter
- First-aid kit
- Map
- Compass
- Sunglasses - bright snow conditions or sensitive eyes and sunscreen lotion
- Insect repellent - depending on season or locale
- Flashlight
- Woogie trowel
- (toilet paper is a consideration which should be discussed within the context of environmental ethics)

BACKPACKING

This unit is a continuation from the HIKING unit. Once you decide to stay overnight then you almost must carry your bedroom, your bathroom, your kitchen and your wardrobe with you. Now comes the backpack and the conditioning to carry the extra weight.

Backpacks:

- Materials - canvas - nylon - corduroy - gore-tex
- Daypack - full size pack - expedition pack - alpine pack, convertible travel pack
- Size and volume
- Frames - frameless - internal - external
- Hip belts - what purpose?
- Top loading or back loading
- Pockets and attachments
- Load distribution
- Proper packing
- Care and maintenance

The backpack along with boots and sleeping bag are the three most difficult items to find to fit your personal choice. The backpack is perhaps the most difficult. The shoulder straps and the hip belt must be the same distance apart as your shoulder line is from your waist line, the straps and belt must be well padded and completely adjustable. There should be compression straps so that you are able to carry a light load and have it equally distributed and not all settling to the bottom of your pack. The seams must be strongly sewn as there is a great deal of stress while trying to zip up a very full pack.

Clothing:

How much clothing is enough? How much is too much? The metabolism rate, the amount of body fat and the attitude of each individual is different so it is difficult to define what should be taken. If it's too warm you can always remove layers but if you don't have it with you then you could get very cold. Try to remember that comfort is more important than fashion.

Factors to be considered:

- Materials
 - wool - it's major advantage
 - cotton - good and bad points
 - nylon
 - piles and fleece
 - down for insulation
 - polypropylene, chlorofibre, thermax
- Layers of clothes - the great advantage
- Windproof shells for hypothermic conditions
- Rainwear
 - it's going to rain it always has
 - keeping as much as possible as dry as possible
- Choices
 - shirts or t-shirts
 - wool sweater or pile jacket
 - jeans, warm up pants or rain pants
 - longs or shorts
 - parka or anorak
- Head covering
 - essential in rain or cold weather
 - should be used in direct hot sunlight
- Gloves for cool weather, layered mittens for cold conditions

LEADERSHIP

"Leadership is learning to give whether you get anything or not."

"The only limitations you have are those you impose on yourself."

Dr. Leo Buscaglia

Leadership comes naturally to some and not as easy to others, we will try to learn communicative skills that might help in a leadership position. The skills needed for the particular activity are of primary importance. People tend to heed if they perceive that you know what you are talking about. These skills required are covered in other aspects of the course. Our points of concern here will include:

- Communication skills
- Difficulties which might be encountered when working with a peer group
- Learning how to cope with emergency situations
- Maintaining group control

- Learning how to control your doubts
- Analyzing histories of other leadership situations

Students should have the opportunity to teach various topics during the course, and to lead groups on out-trips that they have organized and planned.

"Nature offers the chance to discover in moments of space and silence with all the variables removed, whether we have any non-social thoughts and feelings left, other than those supplied by the mass media or by our peer groups."

Harold Drasdo

SELF EVALUATION

Evaluation is an important part of any activity and is especially important when trying to develop leadership. Evaluation will be approached from three viewpoints: self evaluation, group evaluation, and teacher evaluation.

The students will also be asked to write autobiographically on: - My most enjoyable experience

- My worst experience
- The best part of the course
- What I liked least about the program
- What this course did for me

RAPPELLING AND CLIMBING

"At difficult moments you'll catch yourself talking to the mountain, flattering it, cursing it, making promises and threats. .. Just keep in mind, when you remember these moments later on, that your dialogue with nature was just the outward image of an inner dialogue with yourself."

Rene Daumal

Rappelling and climbing can only be incorporated into your program if you have a qualified instructor. This is a very high risk activity but one that the students enjoy immensely, it allows them to learn a great deal about their fears and limitations and overcome them in a very short time.

RAPPELLING

Equipment: -

- Ropes
 - hawser (twisted)
 - kern mantel (sheath and core)
 - Webbing - tubular or woven?
 - Helmets
 - Hardware - carabineers - D's, ovals, locking
 - figure 8's
 - brake bars
 - stitch plates
 - pulleys
 - Footwear and clothing

Knots:

- Rope
 - overhand
 - bowline - one hand on self - on someone else
 - in center of a rope
 - figure 8
 - double figure 8
- Webbing
 - overhand
 - ringbend or water knot
- Seat harness - with webbing
 - with rope
- Chest harness - commercial harnesses
- Setting up rappelling and belay lines
- Redundant anchorages
- Check - double check procedure
- Fastening in
- Verbal commands
- Safety and rescue procedures
- Walls - overhangs - obstacles - loose rock - pendulums
- Communications
- Maintenance, care and packing of equipment

CLIMBING

Climbing is very much strength oriented and requires time for students to improve their upper body strength in most cases.

- Balance - three points of contact
- Grips - stances - leverage - chimneys - cantilevers
- Judging holds
- Use of ascenders and etriers
- Technique of climbing, traversing, and using belay lines
- Evaluating climbing faces - type of rock
 - degree of difficulty
- Knowing, learning and expanding your personal limits

"Mountains are the mirror of stone in which we see our true selves."

Gaston Rebuffet

CANOEING

The canoe is a streamline, graceful, lightweight water craft with a number of variations based on length, the shape of the canoe, its beam (width), its depth, and its fullness fore and aft. These determine how it will handle, its stability, how much load it will safely carry, the type of water it is best suited for, and the safety it will afford.

The canoeist will learn that skill and finesse will propel a canoe almost anywhere easier than trying to use muscle only. Travel by canoe allows you to quietly blend in with your surroundings. The canoe can be effectively used as a staging platform for observation.

The Canadian Recreational Canoeing Association (CRCA) has produced a set of standard tests of Achievement in Canoeing. These are the tests we will follow so that students may receive their canoeing certification depending on the level they attain.

The standards cover flatwater, canoe camping, moving water, and coastal water. These are divided into various levels with requirements for each. All aspects of canoeing are covered in this material. The instructor must have CRCA certification.

KAYAKING

Kayaking allows one to venture into conditions that would often swamp an open canoe. Kayaking is usually solo so you have no one to blame but yourself if the kayak doesn't do what you want or doesn't keep up with the group, etc.

Kayaking is a high risk activity and so all participating must strive for a very high standard of competency. The working groups must be small with all participants having already passed their water requirements for flatwater canoeing.

- Choice of craft
 - depending on your weight
 - purpose, lake, river, coastal
 - collapsible or rigid - materials available
- Equipment required- paddles - flat or curved
 - spray skirts - rubberized or neoprene - PFD
 - wet suit?
 - floatation for the kayak?
 - helmets
 - lifeline
- Transporting, carrying and entering
- Pool time - beginning rolls
- Basic technique
 - hand positions
 - forward paddling
 - stops
 - backward paddling
 - sweep strokes
 - sculling
 - draw strokes
 - rolls - beginners - advanced
 - low brace, high brace
- Rescues
 - X - rescue of another kayak
 - TX - rescue of another kayak
 - person in the water
 - performing AR from your kayak

- Reading currents
- Trip planning
- Sea kayaking the special conditions

CROSS-COUNTRY SKIING

X-C skiing is a lifetime recreational skill, anyone can take part and it is a tremendous fitness builder.

- Equipment
 - what's best for you
 - types of skis - materials
 - sizes of skis and poles - lengths and widths and why
 - wax type or waxless - temperatures of waxes and why
 - accessories - boots, clothing, gaiters, and hip pack
- Reading snow conditions - judging or measuring snow temperatures
- Technique
 - the diagonal stride
 - the step turn
 - the kick turn for 180 turns
 - double poling
 - ska ting
- Climbing hills - traversing
 - side stepping
 - the herringbone
 - the use of climbing skins
- Downhill
 - straight running
 - step turns
 - edge turns
- Stopping
 - snowplow
 - stemming
- Falling and getting up
- Breaking trails - bushwhacking - Skiing with a pack
- Trip planning
- Emergencies
 - repair kit
 - ski stretchers
- Conditioning for a trip
- Maintenance of equipment

X-C skiing is considered easier than walking since the feet are just slid along. We usually take a longer stride than we normally would for a step but then we let it glide while we rest momentarily. Once you are into the rhythm of skiing you can cover a great amount of distance in a relatively short time.

SNOWSHOEING

Snowshoes allow one to carry heavy loads over soft snow with both hands free. They are especially useful in getting around heavy woods.

- Types of snowshoes - different styles
- Wood, metal or plastic frames
- Natural or synthetic webbing
- Bindings - material - design
- Footwear - warm - easy on the webbing
- Walking technique
- Emergency repairs
- Practise and conditioning
- How to construct snowshoes

WINTER CAMPING

"No mortal builder's most rare device, could match this winter palace of ice."

The winter is a time of great beauty with everything shimmering under its white mantle. After a vigorous work-out outdoors in the winter time you have a heightened sensation of well being and fitness.

One problem in winter camping is that people tend to be long on enthusiasm and short on planning. Things that aren't done right under summer conditions might be an inconvenience where in the winter they might be tragic, so you must be very well prepared.

Much of the information required has been covered in other units but everything should be reviewed.

- Dangers involved - short daylight hours, frostbite, falling into water or through the ice, hypothermia, and dehydration.
- Additional equipment
 - shovel? toboggan? saw? candle lanterns?
- Clothing and footwear
 - the value of wool
 - functional not fancy
 - layers, insulation, wind shell
- Importance of maintaining even body temperature (don't sweat)
- Importance of interdependence of group in winter conditions
- Choice of campsite
 - a sheltered spot
 - not directly under a tree that may break or drop a heavy snow load
- Winter shelters
 - tents, snow holes or caves, quinzees

- Sleeping
 - completely dry clothes or none when entering sleeping bag
 - two sleeping bags or sleeping bag and blanket
 - keeping the head warm
 - not breathing inside the sleeping bag
 - cold will almost always come from underneath pad and insulating value are very important
- Fire lighting in the winter - dig to the ground or build a platform for the fire
 - carry auxiliary fire starters
 - a campfire for the long dark evening requires a good deal of wood
- Personal hygiene in the winter - keeping clean - using the facilities
- Food
 - lightweight, palatable, nourishing, filling, easy to prepare and one-pot wherever possible and plenty of it
- Menu planning using all of the above criteria
- Evening programs around the campfire
- Moving equipment
 - backpack
 - toboggan or sled
 - snowmobile?
- Travelling
 - skiis
 - snowshoes
 - snowmobiles?
- Possible emergencies
 - snowstorm
 - hypothermia
 - frostbite
 - dehydration

Winter Safety Hints:

- Carry a survival kit
- Keep the group together
- Travel early in the day
- Put everything away before sleep in **case** of snow
- Mittens are warmer than gloves
- If your feet are cold cover your head
- Carry repairs for whatever means of travel you use

TRAVEL DIARY

This is a journal, a log, or a record, call it what you will. It is a clear account of the events and conditions of the trip. As a trip leader one is expected to keep an account of the happenings, the time, the weather and so forth. In case of incident, accident or injury all events should be recorded.

Each student should keep a journal on each out-trip noting their observations and thoughts, what animals they saw, what meals they ate, what natural edibles they tried, who travelled with them, how people reacted under various conditions, what funny incidents took place, who fell in, etc. It should be a record of the activities of the group.

Carry a small notebook and pen or pencil in a plastic bag (milk bags are great) some place convenient and use it often.

PUBLIC RELATIONS

"I must do something" will always solve more problems than "something must be done".

This unit will be used to heighten the student's awareness of issues of public concern in and around their community. It will deal especially with environmental issues.

An ideal would be to have the classes participate in a community project, a clean-up, a tree planting or whatever happens to be the issue arising at your locale.

This is an important component of both leadership and group relations stressing the idea that each can make a difference. .

Guidelines For Outdoor Tripping Experiences

"Teachers who recognize the benefits of outdoor education experiences as an enhancement of the curriculum must also plan for the safety and well-being of their students when considering out-of-school experiences."

"As the inherent risk of outdoor experiences increases from school site to extended travel so should the level of planning and teacher experience. Attention is directed to six areas. . . which will assist in the planning of safe out-of-school experiences." These considerations include health and safety concerns, equipment, weather, leadership and training, first aid and administration.

Rationale

The guidelines to follow shall provide direction for school boards to develop and or review existing policies for outdoor trips involving students as a result of their involvement in compulsory courses in Physical Education (HPE 110), Outdoor Pursuits, other electives (HPE 120) local option courses or any other activities organized by the school or school board.

The purpose of this initiative is to ensure the integrity of all learning experiences as noted above by assuring that all off-site outdoor excursions conform to a basic policy for the protection of student participants, supervisors and instructors.

The guidelines shall address staff qualifications, supervisor and student qualifications, transportation and shall reflect attention to differing formats of excursions ranging from day outings, to overnight camping or multi-day travel in the outdoor environment.

It is highly recommended, that new instructors should attend a summer institute or inservice session on risk management. This is especially important prior to the incorporation of an out-trip excursion related to overnight camping, canoeing and hiking etc. within the program.

Instructors who wish to offer the elective course, Outdoor Pursuits 110, shall submit a written indication of interest to the principal. This submission shall contain updated qualifications in first-aid training, CPR training, swimming certification and other certificate qualifications. (ie. Canoe CRCA certification, National Coaching Certification Programs such as Cross-country Skiing, etc.) As indicated within the guidelines, student level of proficiency and/or certification should be taken into consideration in the planning of off-site excursions.

Policy Statements for Consideration

Rationale

Properly trained instructors are better able to provide an effective learning experience and thus ensure positive student and parental support of the program. Trained instructors also allow administrators to deal more effectively with out-trip programs.

Before granting approval for any excursions involving canoeing, backpacking, hiking, winter camping or other such outdoor activities, the principal shall satisfy her/his need to confirm that preparation, training and staffing for the out-trip conforms to the following guidelines. It should be understood that outdoor activity risk factors increase with time and distance away from the school and therefore training of staff leaders and student preparation are critical and should be strongly considered in extended travel/time or wilderness distance trip planning before the administration approval is granted.

* * * * *

It is expected that teachers shall offer programs within their level of experience and certification.

Staff Qualifications

Section 1:1 The instructor(s) shall confirm to the principal that his/her/their qualifications and/or experience are sufficient and congruent with the aims and objectives of the activity. Specific qualifications for selected activities are outlined in Appendix A or in Section 2 below.

Section 2 Specific Supervisory Qualifications

Section 2:1 All instructors shall have appropriate knowledge in the following areas:

1. First-Aid
2. CPR
3. Map and Compass Skills
4. Knowledge of Emergency Procedures
5. Practical and Theoretical Knowledge of the specific activity
6. Other skills reflected in respective course outlines

Section 2:2 Group Supervision

Normal class instruction and extended classes which begin during the school day and that go beyond the normal time period, will be supervised by the instructor of the course.

It is recommended that each extended out-trip group have two (2) adult supervisors. At least one of the supervisors shall be on the teaching staff of the school involved in the activity.

Any supervisor not on the teaching staff of the school must be approved by the principal. The skills of this supervisor must be considered as assets that compliment the activity and not detract from them. A sample activity approval form is found in Appendix B. Further, Appendix D , an excerpt from the publication "Safety Oriented Guidelines for Outdoor Education" (CAHPER-1986), contains the leadership qualifications for differing out-trips. This resource is currently listed in the Catalogue of Instructional Materials.

Out-trip groups should be limited to not more than eighteen (18) students. Co-educational groups should have co-educational supervision where possible. If outside expertise instructors are utilized to offer instruction during a preparatory phase of the course, these instructors must be members of the supervisory team if the skills developed are central to the success and efficiency of the out-trip.

Section 2:3 Student Qualifications

Only those students registered to the school and the appropriate related course shall be participants in the out-trip.

Students must meet required fitness levels identified by the instructor and must have satisfactory prior skill development to become a participant in the performance of those skills during the activity. Parental approval may be required in accordance with the school district out-trip policies. See Appendix C.

Students must be aware of:

1. The risk potential to the activity
2. Geographical awareness of the activity route
3. Contingency and/or emergency plans and their roles
4. and adhere to policies concerning alcohol! drug, prescriptions and/or firearms

Section 2:4 Transportation

Transportation shall be in accordance with the Provincial Department of Education student transportation policy and/or existing school district policy.

Section 3 Overnight/Multi-day Trips

Section 3:1 Prior to each out-trip, the foreseeable beneficial experiences shall be evaluated for safety, environmental impact, required emergency contingency plans and the degree and level of understanding of skills required as essential for participation. This should be conducted by the instructor and supervisory team.

Section 3:2 At least one of the instructors should be familiar with the seasonal considerations of the area being travelled and should:

- (a) pre-trip the route to check the reliability of maps, the location of and accessibility of camping sites, potential hazards, local seasonal problems such as black flies, rapids, fire hazards or the crossing of private land.
- (b) equipment must be pre-checked and appropriately packed for travel.
- (c) develop a communicated emergency contingency plan.
- (d) be aware of health related information for all participants and supervisors.
- (e) attain all licenses and/or required permits.
- (f) file a complete plan with route, anticipated campsites and alternatives as well as an understanding of the emergency contingency plan to be put in place as required. This shall be filed with the principal prior to departure.

Appendix A

Instructors Qualifications for Day Trips or Overnight Trips:

1. Updated certification in Standard First-Aid or equivalent.
2. CPR (Basic Rescuer) Instructors Certification preferred.
3. Canoeing CRCA Level I (effective 1993-94 as currently revised and applicable. In the "old system", that Level I and II is now considered Basic. The "old" Level III is now considered Level I and is the requirement here). This requirement must be in the appropriate canoe discipline of either canoe camping, coastal canoeing, moving water or flat water canoeing.
4. Appropriate (NCCP) National Coaching Certification Program course as appropriate to course content. e.g. Nordic Level I, should out-trips require cross-country skiing.
5. Participation in a teacher inservice workshop or summer institute experiences where risk management techniques are clearly delineated.
6. Completion of a credit or non-credit university level Outdoor Education course. As this course evolves, qualifications will require successful completion of currently planned certification programs.

Note: A sample list of qualifications is provided as an example of extensive skills required.

Sample Staff Qualification Course

Course Content:

(i) First-Aid

- Treatment of wounds, burns, sprains, breaks, allergic reactions (ie. bites), choking
- Prevention of accidents
- Supplies for camping and hiking first-aid kits
- Hypothermia and hyperthermia

(ii) Camp Craft

- Camp organization
- Firemaking
- Site selection and maintenance
- Menu planning and cooking
- Selection of equipment
- Care and maintenance of equipment
- Hygiene: latrines, water purification, food shortage, etc.
- Toolmanship
- Tents and shelters
- Camping skills for adverse conditions
- Camp activities in leisure time

(iii) Map and Compass Skills

- Map storage
- Using a compass: finding a location, following a bearing
- Reading a map, map marking, use of aerial photographs
- Application of map features to landscape

(iv) Emergency Procedures

- Use of canoe as flotation device
- What to do if lost
- Emergency signals if lost or accident
- Fire prevention
- Canoe over canoe rescue
- Survival techniques: edible plants, etc. (basic knowledge of rather than practice of)
- Re-entry in deep water

(v) Canoeing and canoe tripping (Spring course)

- Philosophy of and attitude toward tripping
- Canoe strokes
- Personnel placement
- Portaging technique
- Packing
- Trip planning and organization: tripping rules, safety procedures
- Selection, care and maintenance of equipment: Canoes, lifejackets or jacket/vests, paddles, etc. (including emergency maintenance)
- Canoe handling in adverse situation
- Complete understanding of District Outdoor Education Policy

(vi) Lifesaving

- Artificial resuscitation
- Basic rules re lifesaving rescue (reach, throw, row, go, tow)
- Buddy system for water safety
- Selection and safety of water front
- Must have had valid lifesaving certification for this part of the course

Appendix B

Outdoor Pursuits Out-Trip Request Form

This form is to be used for requesting approval for all school out-trip excursions. It is to be completed by the teacher in charge and filed with the school principal for approval in advance of the date of departure. Where appropriate, copies should be referred to the district supervisor / coordinator and the office of the superintendent.

Activity_____

Out-trip location_____

Launch or departure site_____

Accommodation site_____

Departure from_____ Date_____ Time_____

Return to_____ Date_____ Time_____

Teacher in charge of the activity_____

Accompanying staff/supervisors_____

Attached is a list of student participants_____ yes no

This Out-trip is approved by_____ Signature of Principal

Date of approval_____

Appendix C

Outdoor Pursuits Out-Trip Parental Consent Form

Dear _____

Your son/ daughter _____ has expressed an interest in taking part in an outdoor trip which is being planned for students in our school in relation to (course or activity) _____

Detailed information regarding this out-trip, including estimated cost per participant (if any) is shown on the attached page.

Students participating in school out-trips are:

- (a) subject to the supervision and responsibilities of the teacher(s) in charge.
- (b) subject to discipline as provided in the Schools Act and regulations thereunder, in the same manner and to the same extent as if attending regular classes.

It is hoped that he/ she will be able to participate in this out-trip and to benefit from the experience. Please complete the remainder of this form and return it promptly to

_____.

Date _____

Signature of School Principal

Name of Student _____

Medical Information: Medicare # _____ Doctor _____

Telephone Number of Doctor _____

Is this student on medication? _____

Does this student have allergies? _____

Are there other conditions of which we should be aware, specific to this activity?

I have read the information supplied. I understand and accept the conditions outlined in the above letter and in the attached information sheet.

I permit my son/ daughter to participate in this activity

I require further information

I do not wish my son/ daughter to participate in this activity

Signature of Parent/Guardian

Date

Address

Telephone (Home and Work)

Appendix D

The following list of supervisor qualifications is an excerpt from the publication "Safety Oriented Guidelines for Outdoor Education (CAHPER, 1986).

Hiking and Backpacking
Day tripping

Experience - Has at least ten days personal and/or leadership hiking and/or backpacking experience over the last five years.

Fitness - The level of cardiovascular and muscular endurance required will vary with the duration and intensity of the hike planned, but they must be well over and above that required to complete the trip. The leader must have sufficient mental and physical energy reserves to deal with any emergencies occurring at or near the end of the day.

Navigation - Has travelled the route previously and/or studied topographical map and route report and talked with reliable others who have been there within the preceding year. While pre-travel of routes is desirable, this is not always feasible or necessary.

- Based on previous experience in the area and/or map reading, can select a safe and appropriate route for the group and the time available. Is aware that maps may be out of date or otherwise in error and is prepared to make route adjustments in the field.

- Must have strong map reading and compass skills if going off-trail and/or in unfamiliar terrain.

Environmental Factors - Is aware of any potential hazardous spots along the route (e.g. -ledge walks, creek crossings, etc.), and is prepared to deal with these. (e.g. - avoidance, making hand rails or giving cautions, etc.)

Emergency Training for:

Physical Injury - Knows the ABC's of basic life support, can deal with interruptions of airways, breathing and circulation. Cardio-pulmonary resuscitation (CPR) skills are highly desirable.

- Can prevent, recognize and treat common hiking related injuries (e.g. blisters, and conditions, e.g. dehydration, sunburn and hypothermia, etc.)

- Knows how to deal with conditions specific to group members (ie. knows how to deal with an epileptic seizure, diabetic reaction or allergies if participants with these conditions are known to be present).

- Knows how to deal with hazards unique to the area (e.g.- poisonous snakes, insects, plants, etc.).
- Knows evacuation routes and location of nearest vehicles, telephone, residents and support services. Has phone numbers of support services.

Lost Participant - Has an understanding of basic search procedures, demarcation of search areas and allocation of priorities. Can assume a leadership role in organizing available people toward finding a lost member without endangering them also.

Group Lost or Stranded - If the possibility of becoming lost or otherwise delayed so as to be caught out overnight, the leader must be prepared to employ his/her available resources to shelter the group, keep them warm and set up a distress signal if necessary.

Overnight Tripping: All of the above plus:

Experience - Has spent a minimum of ten nights camping out (logged in the past five years) in the type of terrain and weather likely to be encountered.

- Has led at least five day trips in similar terrain.

Navigation - Is competent with map and compass and can select appropriate routes on maps.

Environmental Factors - Knows area's prevailing weather pattern and can recognize impending foul weather (e.g. - wind direction and intensity, cloud types, humidity changes, etc.).

Emergency Training for:

Physical Injury - Can recognize and treat exhaustion, dehydration, joint injuries (sprains and dislocations), fractures, various wounds and especially burns and scalds (e.g. - from campfires, campstoves, lanterns, candle, etc.).

Campcraft - The leader must have at least a degree of skill in shelter construction, fire building, cooking, etc., as determined by the type of camping being done (e.g. - tent versus lean-to of bush shelter, gas stove versus open fire, etc.).

- All leaders must be competent in the safe handling and maintenance of knives, axes and saws if these are to be used by staff and/ or participants.

Extended Tripping: All of the above plus:

Experience - Has camped out a minimum of twenty nights (logged in the past five years).

- Has led at least five overnight campouts within the past five years.

Navigation - Must have excellent navigational skills. Is able to follow a compass bearing in darkness, bad weather or thick bush where visibility is limited.

Environmental Factors - Should be familiar with prevailing weather patterns and reasonable, accurate and consistent in predicting weather for the upcoming twelve hour period (seventy-five percent accuracy is desirable). Although environment office and media forecasts can be relied upon to a substantial degree for day or overnight trips, the leader must function as a group weatherman on longer trips where no radios are carried. Weather forecasting skills must be accompanied by appropriate leadership in dealing with the weather as it comes (e.g. - knowing when and how to avoid exposure). Weather observations and predictions should be logged.

Emergency Training for:

Physical Injury - The leader must be a competent first-aider capable of dealing with the tremendous variety of foreseeable accidents and illnesses participants may incur.

- He/she should be capable of assessing the potential consequences of foreseeable injuries and illnesses and judging when to send for help or when to evacuate an injured or ill participant.

Loss of Food Packs - The leader must know how to string food up away from wildlife and should have an emergency contingency plan to deal with the loss of one or more food packs.

Appendix E

Legal Liability and Outdoor Pursuits

Source: Outdoor Pursuits Programming: Legal Liability and Risk Management Glenda Hanna University Of Alberta Press (This resource is listed in the Catalogue of Instructional Materials.)

THE LEGAL LIABILITY OF THE OUTDOOR LEADER;

The test to determine the negligence of an outdoor leader involves five factors:

1. Determination of duty owed by the leader to the participant.
2. A breach of that established duty: the failure to meet a prescribed standard of care.
3. Actual physical or mental injury to the participant.
4. Proof that the leader's negligence was the proximate cause of the injury.
5. Evidence showing that the participant did not voluntarily assume the particular physical and legal risks associated with the injury sustained.

In determining whether the "standard of care" demonstrated by the outdoor leader was adequate, the courts would apply the "reasonable person" test. Did the leader conduct the activity as a reasonably prudent person with the necessary skill and knowledge, and did the leader properly evaluate the likelihood of injury and take appropriate steps to eliminate (reduce) this risk?

The tendency, all too often, is for leaders to gear their program to the average participant, leaving the risk level higher for the less experienced or weaker member of the group. Achieving the ultimate objective of having everyone in the group learning and practicing their skills while at optimum level of arousal (challenged but not to the point of being too anxious to learn or perform) is the mark of a sensitive and seasoned leader.

In dealing with child participants, the standard of care of *the careful parent* is still the model recognized by Commonwealth courts.

In brief then, an outdoor leader facing tort (negligence/liability) charges, would be evaluated largely on the basis of the foresight exercised in predicting the likelihood of a student being injured, in the activity being pursued, and in the manner he or she was directing it.

DUTIES OF THE OUTDOOR LEADER (AS SEEN BY THE LAW)

1. Outdoor Leader Qualifications

Instructors should have recognized experience and qualifications and should only lead/teach in their areas of competency, and at a level well below their own level of ability.

2. Risk Management

The leader has a duty to assess the real risk inherent to participation in a given activity, with an identifiable group, using certain equipment in an environment on the proposed route. Weather, chance of illness or accident and other environmental factors are all to be considered.

3. Participant Capability Assessment

It is the outdoor leader's duty to assess the individual abilities, and to know and appreciate the consequences of participation of each individual in his/her care.

When an outdoor leader encourages a participant to perform a given task (such as paddling down a potentially dangerous set of rapids) by intentionally understating the risk and lulling the individual into a false sense of competence, the leader may be liable...

4. Navigation and Guidance

Leaders must be able to make necessary route choices, both before and during each day's travel.

5. Supervision

This refers to the general duty to oversee the participants from the time the outdoor leader assumes responsibility for them until the program is complete. Specific supervision is necessary when new skills are being attempted or when inherently dangerous activities may result in injury. The leader may instill the value of self-determined exploration, tempered with safety measures. There is a fine line between adventure and misadventure.

6. Instruction

One of the major duties is to ensure that safe and proper techniques are being taught.

7. Provision of Safety Measures

The leader must establish rules, frequently check and analyze equipment, maintain adequate supplies and plan and prepare for emergencies.

Source: Outdoor Pursuits Programming: Legal Liability and Risk "Management Glenda Hanna University of Alberta Press

Currently listed in the Catalogue of Instructional Materials.

APPENDIX F

CONSENT FORMS

The standard practice in most school settings is a PARENT PERMISSION FORM (consent form). It should be detailed and specific, however, and signed in advance of the outing. Neither the parents' nor the participant's signature releases the board or agency's legal responsibility to the participant should the leader be found negligent.

Consent forms should...

- be strongly worded.
- be brought to the attention of the participant.
- be a signed document if there is any hope of it standing up in court.
- be on a separate form (not on a registration form).
- be used frequently (not once a year, or in a "blanket" format).
- specifically list the most common foreseeable dangers and injuries that may occur.
- identify the title of the activity.

(see Appendix C)

Outdoor Pursuits Suggested Reading and Resource List

Outdoor Pursuits Programming: Legal Liability and Risk Management

- Glenda Hanna, University of Alberta Press

Catalogue order #630010

Safety Oriented Guidelines for Outdoor Education

- CAHPERD (currently listed)

Catalogue order #070210

Lightweight Camping: A Four Seasons Source Book.

- Thompson Educational Publishing

Catalogue # (to be listed in the next issue-- order by title)

The Complete Walker: The Joys and Techniques of Hiking and Backpacking

- Colin Fletcher (Random House)

Catalogue order #630110

A Hiking Guide to New Brunswick by Goose Lane

- Canterbury Tales Books and Gifts

18 King Street

Saint John, N.B.

E2L IG2

New Brunswick Maps

- N.B. Geographical Information Corporation

Frederick Square

P.O. Box 6000

Fredericton, N.B.

E3B 5H1

Lost and Found: An Outdoor Survival Program for Children (grades 4-6)

Available through the consultant Department of Education or New Brunswick

Outdoor Recreation Council or the Recreation Branch, Department Municipalities, Culture and Housing. The program consist of a short booklet for teachers and poster for children.

This resource is free and may be used by students enrolled in Outdoor Pursuits to assist grade 4-6 students and teachers.

Documents available from Alberta/Manitoba Resource Centres
contact our Instructional Resources Branch for mailing addresses (506-453-2319) - Alberta

Earthwalks: Earth Magic/Snow Walks

Earthkeepers: Four Keys

Canoeing

Orienteering I

Personal Equipment - Outdoor Pursuits Core Program

Shelters - Outdoor Pursuits Core Program

Safety Oriented Guidelines For Outdoor Education

Orienteering 11

Fires and Stoves

Navigation - Outdoor Pursuits Core Program

Nutrition - Outdoor Pursuits Core Program

Trip Planning

Canoe Tripping

- Manitoba Resource Centre as above contact Instructional Resources for addresses (506-453-2319)

Outdoor Education Resource Catalogue

Beyond the Classroom - A Guide to Outdoor Education

Basic Skills Series, Orienteering Level 1 (order through CAHPERD)

- 1600 James Naismith Drive

Gloucester, Ontario

K1B 5N4

Great Canadian Camp Ideas

- Canadian Camping Association

1806 Avenue Road, Suite 2 Toronto,

Ontario

M5M 3Z1

Tel: 416-256-0904

Fax: 416-781-7875

or

- N.B. Camping Association Regent

Station

4-403 Regent Street Fredericton,

N.B.

E3B 3X6

Tel: 506-459-1929

Trees, (a booklet to assist in tree identification and growth characteristics) -

Department of Natural Resources and Energy

.506-453-3711

Tourism Directorate

This source can provide promotional catalogues, brochure, etc., outlining provincial programs and services as well as listings of additional tourism sources of information.

- N.B. Department of Economic Development and Tourism
p.a. Box 12345
Fredericton, N.B.
E3B 5C3
Tel: 453-8757
Fax: 453-7127

A vailable resources:

- New Brunswick Tourist Map
- Outdoor Adventure Guide
- Value Vacation Guide - Get Away and Stay
- Aim and Angle Guide
- New Friends New Values New Adventures Activity Guide - Snow Frolic

Maxwell MacMillan Canada -1-800-465-2288

- Fax: 1-800-263-7733

Distributor of Kendall/Hunt Outdoor Pursuits

- (a) Cowstails and Cobras II (currently listed--Catalogue order #020260)
- (b) Silver Bullets: A Guide to Initiatives Problems, Adventure Games and Trust Activities (currently listed-- Catalogue order #020290)
- (c) The Bottomless Bag (currently listed Catalogue order #020270)
- (d) Bottomless Baggie - Author - Karl Rohnke
(currently listed- Catalogue order #020280)

The Upper Saint John River Valley Bicycle Tour Map and Guide, available from Tourism Inquiry Services at 1-800-561-0123

Know Trespassing

- Public Legal Education and Information Service of N.B.
p.-. Box 6000
Fredericton, N.B.
E3B 5H1
506-453-5369

Boy Scout Handbook and Field Guide

- #3229 10th Edition
Boy Scouts of America
Irving ,Texas, USA

- EXPLORE (Magazine -Canadian) Suite
420-301
14th Street,
Calgary, Alberta T1N 9Z9 subscriptions
are \$22.42 for 6 issues

- Backpacker Magazine p.a.
Box 7564
Red Oak, Indiana
USA 51591-2564
9 issues for \$19.97 US funds

- Outside Magazine
P.O.. Box 1993
Riverton, New Jersey
USA 08077-9293
12 issues for \$14.97 US funds

- Working Out of Doors With Young People
ISBN 1-85202-002-4
Bell and Bain L TD
Glasgow, Scotland
(currently being pursued for eventual listing)

THE TRAILSIDE VIDEO SERIES--being pursued for eventual listing in the AV
Catalogue

