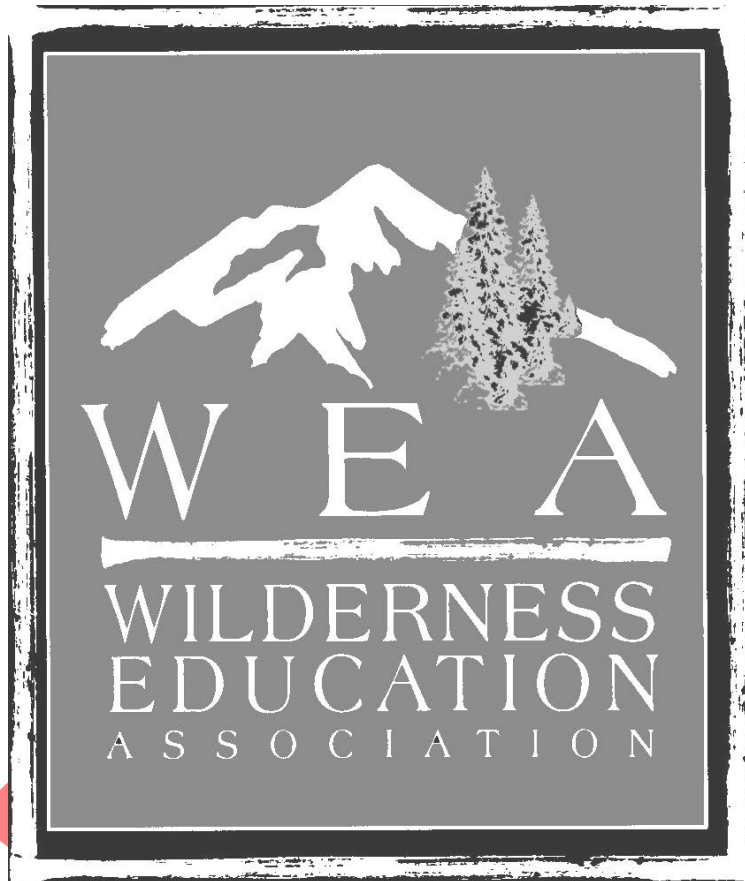


2010 Wilderness Institute



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2010

WILDERNESS INSTITUTE CURRICULUM GUIDE

Introduction

The RU Wilderness Institute (WI) was established over 21 years ago by Dr. Gary Nussbaum. Generations of RU students have experienced the learning power of wilderness expeditioning. Many graduates now represent RU as prominent leaders in the outdoor field. The primary purpose of the RU Wilderness Institute is to develop the student's outdoor leadership skills. The curriculum, evaluation process and instructional methods are focused on outdoor leadership development. As of 2010, RU began the accreditation process with the Wilderness Education Association (WEA). Completing the WI is part of the process needed to obtain the WEA outdoor leadership certificate and access to the International Outdoor Leader Registry (IOLR). See appendix A for certification path through Radford University and appendix P for description of IOLR. The Leave No Trace Trainer certificate is another certification available through the course. The WI is a nine-credit class that is based on three distinct courses: (a) Outdoor Living Skills, (b) Adventure Programming, and (c) Outdoor Recreation. Information contained in this curriculum guide provides participants a detailed overview of course content and assessment procedures. Overall course goals are as follows:

- A. Develop outdoor leadership skills
- B. Create an environment to foster the highest levels of safety
- C. Promote environmental stewardship
- D. Provide a fun, enjoyable experience

Tentative Schedule for 2010

- Section 1:** May 19 – 22
Orientation, rationing, shakedown, introduction to canoeing, challenge course experience (Campus West and Selu)
- Section 2:** May 23– June 4
Technical Rock Climbing Clinic and Mid-Course Evaluations (Pisgah Forest, NC – Cedar Rock) & Whitewater Canoeing Course (Chattooga River, SC)
- Section 3:** June 5 - 16
Backpacking expedition, individual solos, group final expedition (Pisgah Forest, NC)

OUTDOOR LIVING SKILLS (3 CREDITS)

Wilderness survival, safety, and enjoyment collectively depend on skills uniquely required by the outdoor environment. Securing both a comfortable and reasonably safe experience in the outdoors begins with several crucial outdoor living skills. Maintaining body warmth, minimizing discomforts, and ensuring minimum impact camping all depend on numerous specific skills. It is one of the goals of the Wilderness Institute to teach and encourage the use of all of the following outdoor living skills to secure a reasonably safe, enjoyable and environmentally friendly wilderness experience. The Wilderness Education Association's *The Backcountry Classroom: Lesson Plans for the Wilderness* will be the primary source for information and discussion of outdoor living skills. Learning objectives for each of the curriculum components is outlined in the *Backcountry Classroom*.

Course Content

(Based on lessons found within the Backcountry Classroom)

Point 1—Basic Camping Skills

Integrated with environmental ethics, outdoor leaders have such basic skills as when and where to camp, fire safety and fire building, establishing shelter, basic cooking, the use of equipment, and how to animal-proof the camp.

Point 2—Nutrition and Rations Planning

Skilled outdoor leaders are able to adequately plan package and cook rations for a two-week experience. Knowledge of food cost, nutritional value, weight, and purchasing food are critical for outdoor leadership. Emphasis is placed on reasonably priced, nutritious, and personally selected foods which allow for variety in self planned menus.

Point 3—Equipment and Clothing Selection/Use

Assisting others with the selection, repair, and storage of equipment and clothing are essential leadership skills. Leaders must also be able to apply general principles to specific settings and conditions needed for participants to be comfortable and safe in the field.

Point 4—Weather

Outdoor leaders must consider cloud formation, basic weather forecasting, and the implications of the effects of weather on the comfort and safety of the group. This curriculum point also includes reading signs of changing weather and general characteristics of weather patterns in the specific region in which the group will travel.

Point 5—Health and Sanitation

The implementation of proper health and sanitation techniques is essential to the well-being safety and comfort of the wilderness user. The subjects of water purification disposal of human waste environmentally sound and sanitary dish-washing and preparation of food must be practiced. Environmentally sound health practices including bathing and laundry are also considered in this topic.

Point 6—Travel Techniques

Outdoor leaders can plan for the safety, comfort, and organization of the group while traveling. Pre-travel plans encompass time control, energy control, and climate control. Rhythmic breathing, walking techniques, and trail courtesy while hiking are common practices for effective leaders. Comparable techniques for other modes of travel are also utilized, when appropriate.

Point 7—Navigation

Navigation is the art of getting from one place to another and understanding how it is done efficiently and safely. Map interpretation, use of a compass, and limiting factors such as weather, physical abilities, and group motivation are also encompassed in this curriculum point.

Point 8—Wilderness Emergency Procedures and Treatment

Outdoor leaders prepare for the prevention, assessment, and treatment of injuries common to outdoor travel. Specific skills covered in this curriculum area include treatment for broken bones, fatigue, shock, bruises, blisters, hypothermia, hyperthermia, and strains.

Point 9—Trip Planning

Outdoor leaders are able to prepare an effective plan for group outings of ten or more days. Factors that must be considered include: physical abilities, the nature and size of the group, purpose and length of trip, terrain, and mode of travel.

ADVENTURE PROGRAMMING (3 CREDITS)

Though the importance of providing an education in the area of outdoor living skills cannot be overstated, equal importance is given to providing instruction and opportunities in the areas of leadership and adventure skill development. Only when instruction in outdoor living or “technical” skills is balanced with instruction in the “leadership” skills of judgment, astute decision-making, communication, awareness of group dynamics and the like, can a Wilderness Institute be considered a success. Recognizing the crucial importance of prudent leadership, it is the aim of the Wilderness Institute to teach, encourage and foster balanced development of technical, facilitation, teaching and leadership skills.

Course Content

(Based on lessons found within the Backcountry Classroom)

Judgment (The foundation for leadership and decision making)

Increasing one's ability to exercise good quality judgment in decision-making is the overall goal of any WEA program and underlies the 18-Point Curriculum. Judgment involves the ability to utilize a process which enhances the probability of making a decision with a high rate of success.

Point 10—Decision Making and Problem Solving

Decision-making and problem solving strategies are critical skills for outdoor leaders. They should be applicable to a variety of environmental and social conditions. Leaders must be able to find viable solutions to real-life problems.

Point 11—Leadership

Outdoor leaders must possess leadership knowledge and be able to apply it in field settings. They must be able to apply safety standards, leadership skills, and environmental ethics in a variety of situations.

Point 12—Expedition Behavior and Group Dynamics

Expedition Behavior/Group Dynamics is a combination of several interrelationships: individual to individual, individual to group, group to individual, group to other groups, and individual and group to multiple users, administrative agencies, and to the local populace. The skillful practice of expedition behavior demands motivation, self-awareness, and other-awareness applied under varying group and environmental conditions.

Point 13—Specialized Travel/Adventure Activity

Depending on the particular emphasis and environment of each trip, outdoor leaders possess special skills in specialized modes of travel. These can include: mountaineering, backpacking, skiing, canyoneering, canoeing, kayaking, rafting, climbing ice and snow, climbing, caving, and other skills.

Point 14—Communication Skills

Included in this area are group development, communication skills, conflict resolution, group and individual problem-solving techniques, and learning styles. Included also are techniques for affecting group motivation and cohesiveness.

Point 15—Safety and Risk Management

Outdoor leaders have the skills to lead other safely in the outdoors. They take appropriate steps to prevent or minimize risks. They have knowledge of insurance of liability issues, programmatic and personal responsibilities.

Point 16—Teaching, Processing, and Transference

Effective outdoor leaders are able to teach and model the techniques and skills necessary to travel safely and comfortably in the outdoors. They can also facilitate transference — the process of taking what is learned in one situation and applying it to other situations.

Technical Skills: Rock Climbing, Climbing Hardware, Setup and Technique

Content: Instruction will be provided on the use and care of climbing equipment, primarily harnesses, ropes, webbing, carabiners, and belay devices. Instruction will be provided in safe and proper belay technique. Students will also be taught how to properly care for climbing equipment to affect both personal safety and equipment longevity. Student will also be taught a variety of knots used in both climbing and top rope anchor set-ups. General instruction will also be provided in helpful climbing techniques.

Goals: For students to be able to properly use, and instruct the proper use of basic climbing equipment, and facilitate reasonably safe and enjoyable climbing through proper anchor set up, use of equipment and the use of proper belay and climbing technique.

Objectives:

Students will:

1. Properly use, and instruct the use of, climbing equipment and climbing systems. Equipment/systems include:
 - A. harnesses
 - B. carabiners and belay devices
 - C. top rope anchors
2. Demonstrate a variety of proper belay techniques.
3. Tie and teach a variety of knots:
 - A. figure eight series
 - B. clove hitch
 - C. prusik
 - D. tensionless hitch
 - E. butterfly
 - F. rope coils (butterfly, mountaineers, daisy chain)
 - G. double fisherman's bend
4. List ways to ensure proper care of climbing equipment.
5. List and demonstrate helpful climbing techniques.
6. Understand how a multi-pitch climb is performed with traditional protection placements.
7. Properly place climbing protection and build more complex anchor systems.
8. Have the opportunity to attempt placing protection while on a top rope belay (and possibly on a lead belay).

Technical Skills: Whitewater Canoeing

Content: Instruction will be provided on the use and care of canoeing equipment, primarily canoes, paddles, personal flotation devices (PFD), helmets, dry bags, and rescue gear. Instruction will be provided in safe and proper paddling technique. Students will also be taught how to properly care for canoeing equipment to effect both personal safety and equipment longevity.

Goals: For students to be able to properly use, and instruct the proper use of canoeing equipment. For students to be able to facilitate reasonably safe and enjoyable canoeing through proper paddling technique, the use of sound judgment and a basic understanding of the river environment. See appendix for ACA whitewater canoeing curriculum.

ADDITIONAL INFORMATION: LEADERSHIP SKILLS BEYOND *THE BACKCOUNTRY CLASSROOM*

- A. Adventure Based Counseling
- B. Full Value Contract
- C. Challenge By Choice
- D. Goal Setting

E. Debriefing and Conflict Resolution

Adventure Based Counseling

Content: The Wilderness Institute uses Project Adventure's "Adventure Based Counseling" (ABC) model as a means to encourage healthy group interaction, dynamics and development. Central to the ABC model are the elements of Challenge by Choice (CBC), the Full Value Contract (FVC) and Goal-Setting. The philosophy of CBC balances participation with individual comfort levels. Students are expected to "choose their challenge," that is, to participate in a way that contributes value to scheduled activities; and, although encouraged to step outside their comfort levels and challenge themselves, students are never coerced to do so. The Full Value Contract is designed to create an atmosphere of comfort and open communication. However, the FVC is **neither** designed **nor** used to avoid conflict, but rather is implemented to encourage the open expression of opinions, feelings, and/or frustrations and conflicts. The philosophy of the FVC accepts conflict and disagreement as a natural and necessary element of group development, and maintains that only when an atmosphere of respect, open and honest dialogue and communication is established, can individual group members be more fully valued and for group development to proceed naturally. Paralleling the idea of valuing self and others is the idea of valuing the natural environment. Students will be taught to value of the natural world in which human beings are only a small but integral part.

The tenets of CBC and FVC will be modeled and exemplified by staff. Students will be taught the theory of CBC and FVC, and will be asked to incorporate these into their expedition behavior. Students will be encouraged to express their opinions with an emphasis on vocal and expressive participation during the daily group debriefing sessions.

Goal: For students to understand and incorporate the principles of CBC and the FVC into their expedition behaviors and to consequently feel comfortable vocalizing their opinions and feelings.

Individual and Group Goal Setting

Content: Students will be asked to identify and develop personal, interpersonal, group and training/professional goals. Through journal writings and regular/daily group debriefing sessions, students will be expected to systematically record progress in achieving these goals. Students will be asked to be aware of and support not only individual and group goals, but also the goals of other individuals within the group. Using the FVC as a model, students will be expected to keep other participants honest by reminding them of their goals should the situation merit a constructive reminder. At times, students will be asked to put the goals of the group before personal goals as personal goals relate to individual achievements and accomplishments. Ideally, individual and group goals will be met simultaneously.

Goal Setting: Students and staff will be asked to set personal and group goals with the aim of encouraging personal growth and character development as well as overall group development. Student goals will be recorded by staff and monitored during the course of the Institute. As a reminder, goal setting is a dynamic process that is continually assessed and altered if necessary. During the course of the Institute it is very likely that you will achieve certain goals, and develop new ones. By continually evaluating personal and group goals, you will open the door to individual and group growth and development.

Furthermore, goal setting is especially relevant to sound leadership because it encourages participants to reflect on who they are, and what they might be able to do to improve who they are. Goal setting strikes at the heart of developing the many attributes of leadership such as confidence, knowledge, hard and soft skills, commitment, selflessness, and expediency.

Goals: For students to establish both group and individual goals to encourage both group and individual growth and development. For students to use their group goals as a paradigm that will shape group norms, communications, expectations, and regulations.

Group Debriefing and Conflict Resolution

Content: An integral component of the Wilderness Institute is regular/daily debriefing. Using the FVC as a model, students will be encouraged to constructively express feelings, opinions, and/or frustrations as to process information, “clear the air”, and move toward healthy group development. Students will be taught that open communication, dialogue and expression of opinions, not only promotes overall enjoyment but also helps minimize risk and the likelihood of injury. Instruction will be provided in how to best resolve conflict through the use of proper terminology and listening skills.

Goals: For students to constructively process what is on their minds, using the daily debriefing sessions as a catalyst for doing so. For students to resolve conflict, balancing appropriate terminology with reasonable expectations.

OUTDOOR RECREATION (3 CREDITS)

It is the aim of the Wilderness Institute to not only provide instruction in outdoor living and leadership skills, but to foster a respect and appreciation for our remaining wild, and yet undeveloped, environments and ecosystems. It is the hope that by asking students to consider, present, and discuss various environmental issues and philosophies, an environmental ethic will be encouraged and fostered. Likewise, by making students aware of different land management policies and how different ecosystems influence and dictate such policies, the Wilderness Institute seeks to both enlarge the participant’s ecological vocabulary and raise his or her environmental awareness.

Course Content

(Based on lessons found within the *Backcountry Classroom*)

Point 17—Environmental Ethics

There are both practical and philosophical bases of utilizing the wild outdoors with minimum impact. This area must be integrated with other curriculum points such as Basic Camping Skills, Cooking, Equipment, Natural History, and Health and Sanitation. Outdoor leaders must possess skills and techniques that promote minimum impact on the environment.

Point 18—Natural and Cultural History

Outdoor leaders have awareness of a site's natural and cultural history. They understand the ecological integrity of an area, particularly flora and fauna, as well as unique geological features of the areas in which they travel.

Additional content covered focused on developing environmental literacy

Land Management Practices

Content: Presentations will be provided on how environmentally friendly land management practices can be extended to the larger political context in the form of national land management policies and resource regulations. Instruction will be provided on both the general and political history of land management including who the big players are (National Forest System, Bureau of Land Management, National Wildlife Refuge Systems), how they have influenced land management to date, and how individual citizens can help influence land management policy. Instruction will be provided on what commercial threats are particularly relevant to a

given area, why different ecosystems are managed differently and what factors are taken into consideration when making land management decisions.

Goals:

For students to:

1. develop a general understanding of the political history of land management practices.
2. understand what factors are taken into consideration when determining different land management policies.
3. understand how to get involved with the issues that most concern them.

Objectives:

Students will:

1. discuss and write about the general history of land management, who the key players are, and what factors are considered in shaping land management decisions.
2. be better equipped to actively involve themselves in the organizations that shape land management decisions.

Environmental Issues

Content: Relevant environmental issues will be discussed to familiarize students with controversies facing the managers of outdoor recreational resources, and other forms of land use. Students will be asked to reflect on these issues. During open discussions students will be expected to share their opinions concerning these issues and to keep track of them through the regular use of their journal.

Goal: For students to develop an understanding of, and sensitivity to, several different environmental issues.

Objectives:

Students will:

1. intelligently discuss both sides of several controversial environmental/ resource management issues.

Issues may include:

- A. pets in the backcountry
- B. recreation/user conflict
- C. clean climbing
- D. off-trail camping and hiking (bushwhacking)
- E. no rescue wilderness
- F. technology in the backcountry
- G. leaving personal blazes and cairns
- H. fires
- I. permits (crowding; carrying capacity)

Environmental Philosophy

Content: Readings, instruction, and presentations will be provided in order to elucidate the various philosophies espoused by different environmental writers, movements and organizations. It is the aim of the Wilderness Institute to highlight the main points of any given philosophy, rather than require an in-depth and exhaustive analysis. Students will be expected to sort through and filter the different philosophies and to gradually establish a written environmental philosophy that is congruent with their values and perspectives. Likewise students will be expected to share their philosophies during group presentations and debriefing sessions.

Goals:

For students to develop a general understanding of the environmental philosophy espoused by various environmental writers, organizations and movements.

Objectives:

Students will:

1. understand and articulate the general philosophy espoused by different organizations and movements. Topics may include:
 - A. permits (crowding; carrying capacity)
 - B. eco-tourism and adventure travel
 - C. wise use movement
 - D. eco-terrorism
 - E. Wilderness Act (1964)
 - F. environmental interpretation
 - G. endangered species
2. develop their own personal environmental philosophy.

General Principles of Ecology

Content: Using the different habitats, species, and weather patterns encountered during the Wilderness Institute as natural teaching guides, instruction will be provided concerning the general principles of ecology. Knowledge of different ecosystems not only provides the student with an understanding of the interconnectedness of natural systems, but enhances overall appreciation for, and enjoyment of, the outdoor environment.

Goals: For students to develop an understanding of general ecological principles and to apply them to their environmental philosophies.

Objectives:

1. Students will possess an understanding and working vocabulary of general ecological concepts and principles. Concepts include:
 - A. biodiversity
 - B. biome
 - C. carrying capacity
 - D. decomposition (bacteria, fungi, microbes)
 - E. ecosystem
 - F. habitat
 - G. interdependence /interconnectedness
 - H. land use
 - I. species
 - J. sustainability
 - K. wilderness

Outdoor Ethics

Content: During the Wilderness Institute, students will have several opportunities to discuss ethical behavior in the backcountry as it relates to land preservation and environmental awareness. Instruction will be provided in what the Wilderness Institute regards as environmentally ethical behavior and students will be encouraged to consider this ethic as it relates to their behaviors. Students will be asked to reflect on how their behavior not only affects the local community but the global environment as a whole. In discussing or writing about their behaviors, students will be asked to think about how their actions may make a difference with regard to the quality of life on the planet.

Goals:

For students to:

1. understand that behavior is a reflection of personal beliefs.
2. be aware of environmentally ethical behaviors and to reflect such behaviors in their decision-making processes.
3. make conscientious and informed decisions that are in harmony with land ethic.
4. develop a land ethic.

Objectives:

Students will be able to discuss:

1. the concept of ethics as it relates to the natural environmental.
2. and demonstrate the implications that their personal philosophy and land ethic has for their actions as both citizens and wilderness leaders.

Environmental Philosophy Assessment

Evaluation will be based on written journal entries on philosophies discussed during the institute. The student is to develop their own personal philosophy based on lessons, experiences and information learned during the institute.

INSTITUTE ASSESSMENT PROCESS

INTRODUCTION:

The instructors will strive to have students meet all course outcomes. These outcomes differ from the objectives of many other courses in that they not only require an individual to **know** certain things but they also require participants to **do** certain things and be disposed to **be** a certain way. As one studies the course outcomes he or she will quickly recognize three learning domains: Cognitive, Psycho-motor, and Affective. It is as important to be able to **do** things and maintain certain **attitudes** as it is to **know** things. It is essential to keep this in mind throughout the assessment process.

The WEA strives to develop judgment through their six core competencies (Appendix B). Judgment, the umbrella that encompasses all curriculum elements, requires the processing of experience and the adoption of new behaviors as a result of that experience. Assessment allows the instructor to formally observe and document the processing of students' experiences, in addition to observing behavioral changes that result from those experiences. The assessment procedure measures that student's ability to utilize the upper levels of Bloom's taxonomy.

Bloom's levels of taxonomy are as follows:

Simple	Knowledge
	Comprehension
	Application
	Analysis
	Syntheses
Complex	Evaluation

We wish to achieve an evaluative level of thinking whereby students question their methods and gain the understanding that will enable them to carry newly gained knowledge into different situations. One of the instructor's primary goals is to help clarify the participant's vision. Ultimately the staff must use this information to assist in determining whether or not the participant should be certified. If, however, the instructor is successful in having the individual self-assess him or herself, then the certification question becomes much easier.

COMPONENTS OF THE ASSESSMENT PROCESS:

There are 8 components to the assessment process described below. Students should keep in mind that the majority of the documentation associated with the assessment process should be cataloged in a portfolio. Therefore the student should maintain neat, accurate records for portfolio use.

1. Curriculum Check-List (Appendix C)

The Curriculum Check-List is designed as a comprehensive guide to let participants and staff know what behaviors staff are looking for, for each curriculum point. They are to be used by staff at the mid-course and the end of the course exit, interviews, by peers during mid-course peer assessment and can also be used to help participants write in their journals.

The purpose of the Check-Lists are:

- A. To help identify patterns in behavior which can then be focused on for reinforcement or change.
- B. To provide participants with a clear picture of what is expected.

2. Ability Assessment Form (AAF) (Appendix D)

The AAF is a form to let participants self-evaluate their strengths and weaknesses and allow staff to see how participants self-evaluate. The purpose of the AAF is to provide an opportunity near the end of the course for participants to assess his/her strengths and weaknesses in planning and leading trips in the outdoors and share that information with the staff.

3. Course Evaluation (Appendix E)

This form is used to provide participant feedback about the course to staff on how it might be improved. It must be completed at the end of the course in order for participants to fulfill course requirements.

4. Instructor Evaluation (Appendix F)

This form is used to provide instructors with feedback to aid instructor growth and improvement. One is to be filled out for each instructor and must be completed at the end of the course in order for participants to fulfill course requirements.

5. Mid-Course Peer Assessment (Appendix G)

The Mid-Course Peer Assessment is designed to do three things:

- A. Provide participants with insight into their strengths and limitations as viewed by their peers.
- B. Give participants an opportunity to experience giving peer feedback.
- C. Process peer feedback with instructors to gain broader insight into individual's level of self-awareness.

6. Group Processing, Debriefing or Reflection

For our purposes, these terms are interchangeable. Group Processing is a group discussion of the day's or previous day's experiences and should include an analysis and evaluation of decision-making opportunities as well as other activities relating to leadership. The purpose of group processing is to provide an opportunity for each participant to review the day's experiences and share in the evaluative judgments which come out of the discussion. It provides each person an opportunity to see and hear what others have observed and learned from the experiences. It allows participants to learn from each other's experiences.

Group Processing is more fully explained in **The Backcountry Classroom** and other sources. It is expected that courses will use this activity as part of the assessment process and incorporate the experiences into the *Journal*, **ABILITY ASSESSMENT FORM**, and the **Check-lists**.

7. Skills Check Lists (Appendix H, I, J, K)

- There are four skills checklists that must be completed during the course. The first skills checklist (appendix H) focuses on basic outdoor living skills. Appendices I and J focus on

- technical skills associated with rock climbing and canoeing. The final check list (appendix K), is a plant identification check list.
- Two check lists are provided for the climbing and canoeing. The first check list represents a pre-course self-assessment of competencies. The second skills check list is to be completed at the end of the appropriate section. For example, after canoeing the student should self assess and present to instructor for verification and signature. The student is to self assess using a Likert scale of 1-5.
 - 1= no knowledge or experience
 - 2= have some understanding or can execute skill with assistance/may take multiple attempts
 - 3=have basic understanding or can execute skill adequately if given time
 - 4= have higher understanding or knowledge or can execute skill consistently at a high level
 - 5= have expert knowledge or have mastered skill and can teach it with ease

8. Journaling – The Expedition Journal

Journaling is writing daily in a notebook about your experiences including; class notes, lesson plans, decision-making, leadership, expedition behavior, environmental ethics, safety and reflection of all types. The journal is a required component of the course. The journal provides an opportunity for participants to reflect on their judgment development. The purpose of the journal is threefold:

1. To provide the participant and instructor with specific documentation that learning has taken place and to show progress towards achieving the course outcomes.
2. To demonstrate to what degree the participant analyzes his/her experiences.
3. To provide the participant with a historical record of his/her experiences.

Components of the journal

The Expedition Journal has 9 specific areas to address. It is recommended that you divide your journal into 9 distinct sections and use the 9 categories below as section titles.

(1) Field and Class Notes – The section will help you compile information about what you're learning. One suggestion is to approach this section as if you would want to save this information as a reference for planning future outings or for teaching lessons as an outdoor leader. This section should contain:

Field Notes

- Time, energy, and climate control plans
- Daily schedules (weather, activities, time logs, etc.)
- Daily terrain notes
- Class Notes* (In 6 months will you be able to teach a lesson using the notes you have taken?)
- Minimum expectation – entries daily**

(2) Lesson Plans

- Preparatory notes for the classes you teach
- Notes on how you adapt existing lesson plans for your teaching
- **Minimum expectation - Your three lesson plans written in lesson plan format**

(3) Personal Reflections & Observations

- Thoughts and perceptions about new knowledge learned and old knowledge revisited. How you feel about what you are learning. How you are growing as a person and leader. Compare your decision-making ability and leadership styles to other's in the group and your instructors.

Analyze yourself as leader of the day (LOD). Discuss personal goals and aspirations. Analyze your strengths and weaknesses.

- **Minimum expectation – 10 entries/three per week**

(4) Decision Making Analysis

In this section you are asked to analyze 6 significant decisions that occur on the course.

(Minimum expectation – 6 entries)

As appropriate address these questions in your decision analysis:

- What was the context for the decision, why did the decision need to be made, who facilitated the decision? Was the situation “framed” or were goals for the decision clarified?
- How did the decision-making process follow a model?
- Where or why did the decision-making process bog down?
- How did the decision-makers utilize or consult all of their resources?
- How was the solution or final decision reached? (consensus, straw vote, dictated, etc)
- How was the decision implemented? (smoothly, chaotically, etc.)
- What would you do differently next time?
- How did they reflect on the course outcomes?

(5) Leadership Style Analysis

In this section you are asked to analyze at least 6 people and their leadership styles **(Minimum expectation – 6 entries)**.

As appropriate address these questions in your leadership style analysis:

- What leadership styles (democratic, selling, etc.) were used? Describe.
- Why was this leadership style chosen?
- How was the style appropriate and/or effective?
- How did the group react to this leadership?
- How did their personality affect their performance as leader? Did it shine through? Were they a different person? Were they comfortable?
- How did this leader plan ahead for the leadership position?
- How were they most effective as a leader? Least effective? Why?
- How did this leader manage conflict? Facilitate decision?
- What teaching techniques did this leader employ? Which were most effective? How did they structure their lesson?
- As a teacher or leader, what should be done differently next time?
- How did the leadership reflect on the course outcomes?

(6) Expedition Behavior Analysis

In this section you are asked to analyze what you have seen, what you have done and how you feel about issues regarding expedition behavior and group dynamics.

- What did you or others do to contribute positively or negatively to the group’s ability to work and get along together?
- How do you feel about how the group is interacting and working together?
- Minimum expectation – 2 to 4 pages weekly/1 entry per week**

(7) Environmental Ethics Analysis

In this section you are asked to analyze what you have seen, what you have done and how you feel about issues regarding environmental ethics.

-What do you or others do positively or negatively in regard to the environment and the low impact practices taught?

-Minimum expectation – 2 to 4 pages weekly/1 entry per week

(8) Safety Analysis

In this section you are asked to analyze what you have seen, what you have done and how you feel regarding safety issues.

-What did you or others do that reflected on the safety of the group?

-Minimum expectation 2 to 4 pages weekly/1 entry per week

(9) Philosophy Statements

Towards the end of the course, you will be expected to articulate two distinct philosophy statements based on your leadership philosophy and your environmental philosophy.

-Minimum expectation – create a paragraph that articulates your philosophy of leadership.

-Minimum expectation – create a paragraph that articulates your environmental philosophy.

9. Final Assessment by Instructor (Appendix L)

At the end of the course, each student will meet with instructors for a final assessment. The purpose of this assessment is to receive feedback in each curriculum area related individual levels of competency.

So, What is a “Good” Journal?

A journal is primarily a place for reflection. The word *reflection* includes the notion of giving back, of returning. When the individual reflects upon something, she/he considers it, ponders it, and often tries to consider its meaning in a larger context. Reflection is “additive” in nature. In your journal, you will be expected to add something to your observations and experiences so that they take on meaning. This process or processing is *essential* to the *experiential learning cycle*. Yes, let us know what the experience was for you, but, primarily, let us know what the experience *means* to you. This is not necessarily an easy task unless you are practiced in reflecting upon the meaning of your experiences. We will allow you the time necessary to think hard about what you have experienced and done in various situations, and why. You will have to exercise the discipline and commitment to use that time for reflection and the construction of meaning.

Is one journal as good as another?

No. Although we cannot “judge” what experiences and events “mean” to you, journals do differ in their quality and will be evaluated according to some concrete and firm criteria:

The care and quality of the writing. Are the entries just thrown together (perhaps at the last minute), or are the entries written thoughtfully and regularly? Are the entries well organized and grammatically correct, with accurate spelling and punctuation?

The nature of the subject. Do the entries suggest that some serious thought has been given to deciding which issues and topics to raise and address, or does the writer simply select the only the most obvious issues/topics?

The nature of the reflection. Has the writer given consideration to the issues and topics raised, or does she/he simply and immediately respond with trite, superficial and/or hackneyed “analysis?” Basically, we want you to take the time to explore and discover your unique responses to situations and events.

The demonstration of growth. Does the journal progress, or is the writer more or less noting and addressing the same issues at the beginning, middle and end of her/his journal? Have her/his reflections broadened and deepened or are they at the same level as at the beginning of the semester? Presumably, there should be a “spiraling” effect as we continuously apply the experiential learning cycle to shared events. In other words, we should continue to “grow as we go.”

Course Grading

<p>Technical Skills</p> <ul style="list-style-type: none"> -Complete 4 skills checklists -Demonstrate improvement in canoeing -Demonstrate improvement in climbing -Demonstrate improvement in outdoor living skills -Participate fully in all activities 	<p>25%</p>
<p>Presentation (Teaching)</p> <ul style="list-style-type: none"> -Pre trip assignment completed -Present well organized engaging lessons 	<p>15%</p>
<p>Leadership Assessment (Evaluation & Participation)</p> <ul style="list-style-type: none"> -Participate fully in group process debriefs and activities -Successfully complete duties as LOD -Complete midcourse evaluation process -Final instructor evaluation 	<p>35%</p>
<p>Journal</p> <ul style="list-style-type: none"> -Meet minimum expectation (C = average) -Exceeds minimum expectation (B = above average) -Far exceeds minimum expectation in quality and quantity (A = Excellent) 	<p>25%</p>
<p><u>Total</u></p>	<p>100%</p>

Evaluating Participation

Students in the Wilderness Institute are expected to participate in a manner that reflects an investment in the experience as well as a commitment to learning and the development of professional attitudes and professional behaviors. The participation grade will be an evaluation of the following areas:

- Commitment to participating as an effective and productive group member.
- Adherence to the Full Value Contract and operating norm of Challenge by Choice.
- Active and appropriate participation during group processing sessions including daily briefing and debriefing sessions.
- Willingness to set challenging goals and to work toward those goals.

LEADERSHIP OF THE DAY GUIDELINES

TAKE CHARGE – Using your style, let people know you are the LOD

Examples of duties:

1. Everyone is awake and punctual: Lead by example
2. Work with staff ahead of time to plan the day's events
3. Develop co-leadership norms
4. Let group know the schedule ahead of time
5. Coordinate travel for the day. Choose group members for job positions
6. Make decisions utilizing an appropriate leadership style relating to the situation
7. Select campsite and know where everyone one is camped
8. Make sure food is protected
9. Designate cat hole area if necessary
10. Plan ahead
11. Secure and maintain equipment
12. Final check camp after it is broken
13. Teach a natural history component for the day
14. Ensure everyone eats a hot meal
15. Keep your eye on the weather
16. Keep check on health status of the group
17. Assist in the debriefing process

Leader of the Day Evaluation Form

Student name: _____

Leadership Style: _____

Strengths: _____

Weaknesses (Areas for improvement): _____

Motivation of group: _____

Making Decisions in conjunction with co-leader: _____

Modeling professional behavior: _____

Goals to be set/Progress on Goals: _____

Judgment/Safety (list any accidents and near misses and if they could have possibly been avoided):

Overall Evaluation: 1 2 3 4 5 6 7 8 9 10

ACCEPTING NEGATIVE FEEDBACK

1. Face the person.
2. Keep eye contact.
3. Keep a neutral facial expression.
4. Keep a normal voice tone.
5. Keep a straight posture.
6. Stay near the person; don't move away.
7. Listen closely to the person so that you will know what he/she is saying. Remember to give head nods and say "mm-hmm" and "yeah."
8. If you do not understand what the person said, ask for clarification. *"I don't understand exactly what I did wrong or why you're upset."*
9. If you agree with what the person said, apologize and either say that you understand why he/she is upset or ask for suggestions. *"I'm sorry I hurt your feelings. What can I do so that it won't happen again?"*
10. If you don't agree with the negative feedback, say that you understand then ask permission to tell your side and tell your side with facts. *"I understand what you are saying, but..."* or *"Can I tell you what happened?"*
11. If the person is an authority figure, accept the negative feedback, even if you don't agree. "OK..." If the person is not an authority figure, you will have to decide whether to take the criticism. In making this decision, consider the importance of the person to you and also the importance of the negative feedback. If you do not accept the criticism, thank the person for his/her concern and say that you will think about it. *"I'll think about what you said. Thanks."*
12. Remember to stay calm; if you are very upset, count to 10 before you say anything.
13. Do not interrupt when the other person is speaking.

GIVING NEGATIVE FEEDBACK

1. Face the person.
2. Keep eye contact.
3. Keep a serious facial expression.
4. Use a serious voice tone.
5. Keep a straight posture.

6. Ask if you could talk to the person for a moment. *“Can I talk with you for a minute?”*
7. First say something positive about the person. *“I like...”*
8. Tell the person how you feel or what you think he/she did wrong. *“I think that...”*
9. Give the person a reason for changing. *“Because...”*
10. Ask if the person understood what you said. *“Do you know what I mean?”*
11. If the person did not understand, explain again. *“Let me explain...”*
12. Ask how the person feels. *“How do you feel about...?”*
13. Give the person suggestions for changing. *“What if you could...”*
14. Thank the person for listening to you. *“Thanks...”*
15. Change the topic to something else. *“Did you see what happened...?”*
16. Throughout, be sure to tell the person that you are concerned about him/her or you understand how he/she feels. *“I’m worried about you...”*
17. Throughout, do not “put down” the other person. *“You’re just crazy...”*

Wilderness Institute Presentations

“...All learning is experiential. This means that anytime a person learns, he must “experience” the subject-significantly identify with, seriously interact with, form a personal relationship with, etc.” Laura Joplin

As a participant on the Wilderness Institute, you have the unique opportunity to live this philosophy and learn from the environment and each other. The nature of the Institute allows for true “experiential” learning--*learning by doing*. As part of the expectations outlined in the course syllabus, each student will have the opportunity to present information that is crucial to your collective development as outdoor leaders.

Major guidelines for presentations:

1. Presentation length will depend on topic and prior discussions with course instructors.
2. Full credit will not be awarded to students if you give a LECTURE on the subject. Presentations should be appropriately active and/or interactive, and engage class members.
3. Use props, examples and resources. Allow for hands on learning. This is an opportunity to do something different that will largely represent what outdoor leaders do in the field. Consider this professional development.
4. Document sources of information for your presentation.

Our expectations, as staff, are that you will take advantage of resources, be creative and exercise ingenuity in presenting these topics to reflect a truly experiential learning experience for your peers. Lecturing about information, while necessary at times, is not the primary format for teaching on the Institute. After each presentation, students will receive feedback from staff concerning positive aspects of the presentation and areas for improvement.

GENERAL COURSE POLICIES

Involvement. We ask that participants come fully prepared to be involved in the Wilderness Institute. The Wilderness Institute functions as a group experience. Understand that it is our goal to accommodate the majority of the participants. Compromises will be made according to group dynamics but safety issues are not negotiable. We also ask that you support and share in all group decision making. Sexual relationships are strongly discouraged during the Wilderness Institute. The group leader reserves the right to make tenting and travel assignments to encourage group dynamics. The University strives to provide an educational environment that is free from sexual harassment. Sexual harassment in any form is unacceptable and will not be tolerated in any capacity. Participants are governed by the codes of conduct as stated in the current student, faculty, and staff handbooks, as well as applicable state and federal laws.

Alcohol and Drug Use. The use of these substances is incompatible with the safety standards of the Wilderness Institute. The use of such drugs will mean automatic suspension from and immediate dismissal from the Wilderness Institute. Impairment decisions will be made in the sole professional judgment of the trip leader. The leader will make a good faith effort to remove the impaired participant from danger.

Firearms and weapons. The possession, storage or use of ammunition, firearms, explosives, or weapons, without, the expressed written permission of the university is prohibited.

Equipment. Students are responsible for all course equipment. At the beginning of the course, the students will determine as a group how equipment will be repaired or replaced if damaged.

Leaders/Instructors. The Wilderness Institute provides experienced, professional, and competent leaders. We ask that participants respect and support their leaders' judgment and authority. Participants are responsible for their behavior and are expected to act in an appropriate manner. Again, the group leader reserves the right to make tenting and travel assignments to encourage group dynamics, as well as decisions pertaining group safety.

Dismissal. The Wilderness Institute staff makes every good faith effort to provide an enjoyable trip. Participants will assume the responsibility for the decisions affecting their safety; however the trip leaders have final authority, including the power to dismiss any participant whose conduct is detrimental to the self, group, or others. Any participant who is dismissed for conduct reasons will be delivered back to safety, but will be responsible for any additional expense incurred due to their dismissal such as travel costs and lodging but not limited to these items. Additionally, they will be solely responsible for their travel arrangements and expenses once returned to a safe point of departure.

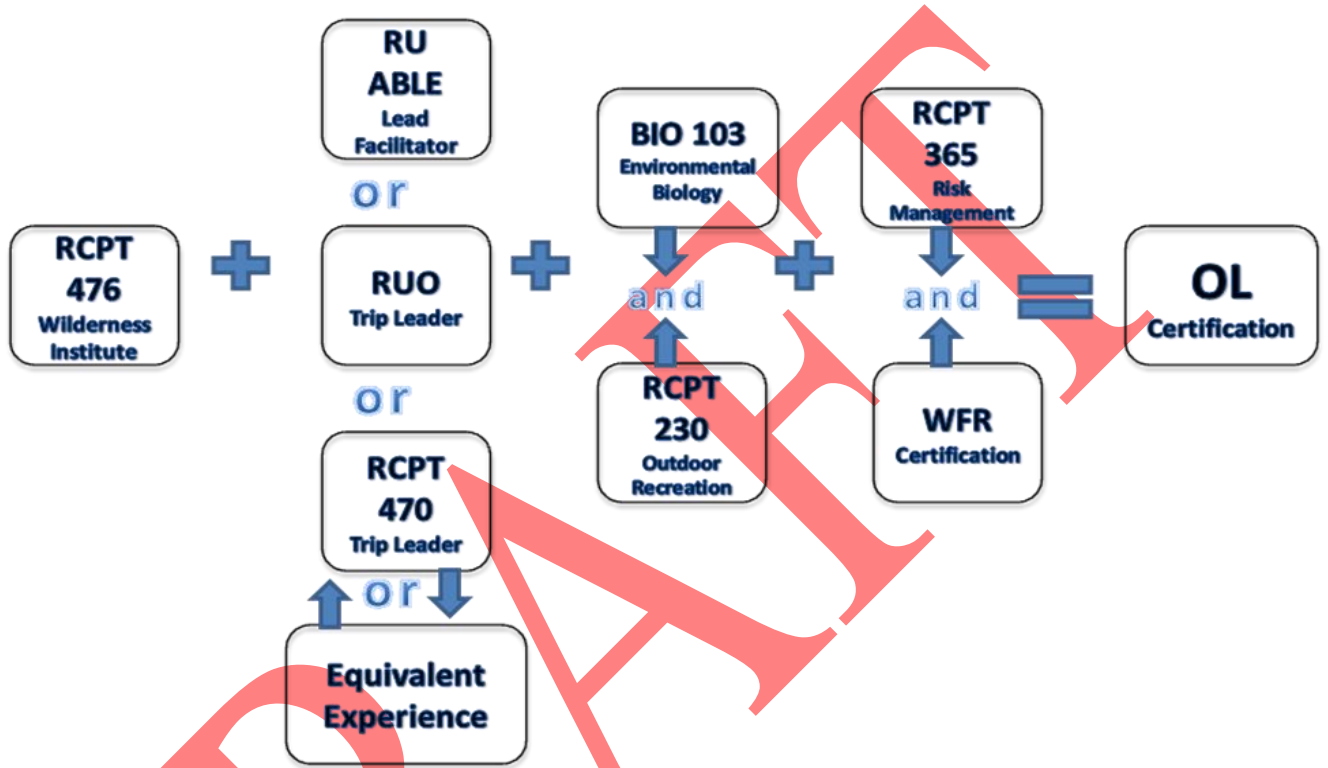
Tobacco Use. Smoking tobacco interferes with a person's ability to perform strenuous activity and to acclimatize. Cigarettes are often the cause of litter and forest fires. Due to these considerations and to create a more professional environment, participants on the Wilderness Institute are prohibited from smoking.

Cell Phone Use. – Personal cell phones are prohibited on the course unless arrangements have been made with instructors. Cell phones distract students from the course and can negatively impact group dynamics.

Course Withdrawal and Evacuations – Withdrawing from the course or leaving the course is subject to university policies. Lab fee is non-refundable. The student is responsible for costs associated with an evacuation such as but not limited to expenses such as: transportation, food, lodging, and any medical expenses.

Appendix A

OL Certificate Path I



<i>Six Core Competencies of WEA Curriculum</i>		<i>(Appendix B)</i>
Judgment ----Decision Making and Problem Solving (Over arching concept that guides all six core competencies)		
Demonstrates the ability to examine, evaluate, and adapt decisions to maintain the overall objectives required of each of the core competency areas.		
Understands the importance of consistent personal decision-making.		
Demonstrates consistent judgment development by conceptualizing and ritualizing decision-making processes in each of the competency areas.		
1	Outdoor Living Skills and Knowledge	
Understanding and demonstration of proper campfire use, camp establishment, and basic kitchen management.		
Understanding and demonstration of proper selection, repair, and storage of equipment and clothing for self and others.		
Understanding and demonstration of proper health and sanitation techniques.		
Understanding and demonstration of planning for the safety, comfort, and organization of a group in a backcountry environment.		
Understanding and demonstration of getting from one place to another and how it is done efficiently and safely in a backcountry environment.		
Understanding and demonstration of basic weather forecasting and the implications of the effects of weather on the comfort and safety of the group.		
2	Planning & Logistics.	
The knowledge, skills and abilities to design, implement, and prepare outdoor expedition trips a minimum of 7 days long.		
Understanding of and ability to prepare an effective plan for group outings of seven or more days in a backcountry environment.		
Demonstration of ability to design and manage proper travel progressions.		
Understanding of and ability to adequately plan and package rations for a group of 5 or more for an outing of seven or more days in a backcountry environment.		

<p>3 Risk Management. A structured approach to manage actual risk, emotional risk and perceived risk through: risk assessment, utilization of management and instructional resources, and development and execution of emergency protocols.</p>
<p>Understanding and demonstration of the knowledge, skills and abilities needed to engage the process of identifying and implementing plans that control risk in outdoor activities.</p>
<p>Demonstrate ability to design, implement and evaluate an effective risk management plan.</p>
<p>Demonstrate proper balance between the potential of risk with the educational benefits of adventure.</p>
<p>Demonstrate ability to manage group travel by moving a group in a safe manner.</p>
<p>Demonstrate the ability to organize and implement search/evacuation procedures to locate group members in need of assistance.</p>
<p>4 Leadership. The ability to accurately self-assess those essential skills concerning or involving relationships between people; the ability to effectively implement a decision.</p>
<p>Understanding and demonstration of ability to control one's own emotions and behaviors and adapt to stressful or dynamic situations.</p>
<p>Understanding and demonstration of ability to maximize the potential of others and motivate them to attain shared goals to improve expedition behavior.</p>
<p>Understanding and demonstration of task-specific knowledge to guide a group to attaining its goals.</p>
<p>Understanding and demonstration of creativity while taking initiative and calculated risks.</p>
<p>Understanding and demonstration of integrity and honesty putting the best interest of a group before individual desires.</p>
<p>5 Environmental Integration. The concepts that embody ecological and cultural literacy along with the cooperative planning and management skills needed to ensure preservation of resources, through personal connections, for past, present and future generations.</p>
<p>Understanding and demonstration of concepts that embody ecological and cultural literacy along with the cooperative planning and management skills needed to ensure preservation of resources.</p>
<p>Demonstrates the capacity to perceive and interpret the basic health of environmental systems and take appropriate action to maintain, restore, or improve the health of those systems.</p>

Demonstrates the understanding of the theoretical foundations of environmental education.
Understanding and demonstration of the civic responsibly to educate land users to reduce their impact in backcountry as well as in their day to day lives.
6 Education: The ability to know and implement theories and practices of teaching, processing and transference.
Demonstrates understanding of education theory and foundations.
Demonstrates a variety of effective teaching and learning strategies in both traditional and outdoor environments.
Demonstrates knowledge of teaching and learning skills to plan educational strategies and progressions.
Demonstrates problem solving and critical thinking skills to understand instruction and learner achievement.
Demonstrates understanding of appropriate educational assessment practices and procedures.

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Appendix C

Curriculum Check List:

NA = Not applicable, 1 = Needs work, 2 = Slightly below average, 3 = Average

(The curriculum check list is a valuable tool to guide the mid course and final evaluation process. Students may also find this check list to be a handy guide to self assess skills, knowledge, and dispositions to discuss in the journal assignment.)

Teaching

Comments

- DELIVERY:
- Eye Contact ____
- Voice – Quality, Tone, Volume ____
- Spatial arrangement ____
- Accommodation of distracters ____
- General body language ____
- Selection of teaching environment ____
- PEDAGOGY/STYLE:
- Teaches “whys” of topic ____
- Accommodates learning styles ____
- Appropriate props and anecdotes ____
- Hands-on activities ____
- Ask audience questions ____
- Connects info. to bigger picture ____

Decision Making & Problem Solving

- Recognize and define problem ____
- Defining problem ritualized ____
- Use previous experiences ____
- Brainstorm ideas or options ____
- Analyze options ____
- Draw logical conclusions ____
- Make and implement decisions ____
- Provide rationale for decisions ____
- Evaluate decisions ____
- Accept responsibility for decisions ____
- Stick to unpopular (appropriate) decision ____
- Support group decisions despite personal opinion as appropriate ____

Leadership

- LEADERSHIP STYLES
- Use of appropriate style ____
- Aware of abilities and weaknesses ____
- Accepts of fellowship role ____
- Flexible in anticipation of change and the unexpected ____
- People Management
- Demonstrates confidence and trust in group members ____

Leadership Continued

Comments

- Maintains credibility ____
- Provides safe forum for group members to express opinions ____
- Manages conflict ____
- **Task Management**
- Identifies objectives and prioritizes task ____
- Distinguishes among fact, opinion, and assumption ____
- Organizes information, time, space, materials, people, and tasks ____
- Identifies cause and effect ____
- Sets high standards ____
- Sets and meets deadlines ____
- Provides effective and equitable delegation of tasks ____
- Sees tasks to completion
- **Ideas and Creativity**
- Seeks alternative, original and imaginative ideas ____
- Challenges conventional thinking ____
- Synthesizes ideas and information ____

Expedition Behavior & Group Dynamics

- Exhibits selflessness (values group needs over personal interests) ____
- Gives, receives, and applies constructive criticism graciously & compassionately ____
- Recognizes and values diversity in perspectives, values, & backgrounds ____
- Compromises for the greater good of the group ____
- Creates and maintains a tolerant and open group communication ____
- **“EB continued”**
- Does fair share of group tasks ____
- Clearly expresses ideas, feelings, and reactions to the group ____
- Contributes to the fun, enjoyment, and positive attitude to the group through appropriate interaction and humor ____
- Identifies group developmental stages and acts accordingly ____

Environmental Ethics

- **Low-impact camping and ecological integrity**
- Use of appropriate methods of personal hygiene, fires, food and waste disposal ____
- Strong selection of campsite and demonstrates appropriate use ____
- Minimizes disturbance to plants and animals ____
- Minimizes auditory and visual impact ____
- **Land Ethics**
- Demonstrates relationship of recreational practices and environmental implications ____
- Identifies a range of campsite types and appropriate uses ____
- Sound interpretation of the land ethic ____
- Demonstrates appreciation for the environment ____

Basic Camping Skills

- **Campsite Selection**
- Considers safety, environment, and group comfort when selecting, establishing, and breaking down camp and tent sites ____
- **Fire Site Preparation and Care, Fire Building, and Stove Operation**

Basic Camping Skills Continued

Comments

- Considers safety and environment when using and maintaining stoves ____
- Considers safety and environment when constructing fires and fire sites ____
- **Human Waste Disposal, Food Protection, and Food Waste Disposal**
- Disposes of human waste appropriately ____
- Uses safe, functional, and environmentally sound methods of food protection ____
- Disposes of food waste appropriately ____
- **Knots**
- Learns and ritualizes the use of appropriate knots ____

Nutrition and Rations Planning

- Applies knowledge of caloric weight needs and budget constraints when planning provisions ____
- Understands nutritional needs for maintaining health and safety in outdoor pursuits ____
- Packages, handles and prepares food appropriately ____
- Eats and drinks to promote personal and group health and safety ____

Clothing and Equipment Selection/Use

- Prevention of heat loss ____
- Selection ____
- Care ____
- Appropriate use ____

Weather

- **Uses the following to gather information and predict and prepare for changes in the weather**
- Barometer and altimeter ____
- Wind direction ____
- Clouds ____
- Local weather patterns ____
- Fronts ____
- Misc. (red sky, fog, dew) ____

Health and Sanitation

- Maintains personal hygiene care practices ____
- Bathes and washes regularly ____
- Sterilizes of eating utensils ____
- Uses proper H2O treatment ____

Travel Techniques

- **Energy Conservation**
- Appropriate pace ____
- Nutritional needs ____
- Time Control Plans ____
- Maintenance of Climate Control ____
- Fitness as a means energy conservation ____
- **Navigation**
- Knowledge of location ____

Travel Techniques Continued

Comments

- Following of various types of trails ____
- **Group Organization and Care**
- Use of scout, logger, smoother and sweep ____
- Appropriate trail etiquette ____
- Environmental Awareness ____
- Blister prevention & care ____

Safety and Risk Management

- Safety actions ____
- Avoidance of emergency and survival situations ____
- Risk management plans ____

Navigation

- **Maps**
- Understands of map terminology ____
- Able to read and interpret map information and symbols ____
- **Compass**
- Knows definitions of compass parts ____
- Able to take and follow field bearings ____
- **Map and compass combined**
- Able to take a map bearing ____
- Converts map bearing to field bearing and vice versa ____
- Orients map by compass and topography ____
- Utilizes factors in route finding ____
- Triangulates information ____

Wilderness Emergency Procedures and Treatment

- Develops and uses an effective field-emergency plan ____
- Aware of and appreciates the various levels of emergency training ____
- Provides medical care within the limits of his/her training ____
- Delegates or assumes appropriate role in simulated or actual field emergency ____
- Possesses and uses knowledge of evacuation considerations and methods ____

Natural and Cultural History

- **Natural History**
- Knows most common flora and fauna ____
- Identifies predominant geological features and history ____
- Aware of fundamental ecosystem and ecology ____
- **Cultural History**
- Knows historical uses of the land in the region ____
- Aware of contemporary management of wild areas in the region (management agencies and regulations) ____
- Identifies factors which minimize recreational user conflict ____
- Knowledgeable of historical sites, monuments, museums, and other appropriate educational sites ____

Group Processing and Communication Skills

Comments

- **Communication**
- Speaks effectively ____
- Verifies understanding of message ____
- Demonstrates accurate listening skills ____
- Demonstrates effective body language ____
- Vocalizes appropriate support for point-of-view ____
- Produces clear and concise writing ____
- Documents essential information ____
- **Group Processing**
- Recognizes the purpose and value of debriefing ____
- Organizes debriefing activities ____
- Participates in debriefing ____
- Facilitates debriefing activities ____

Trip Planning

- Synthesis of WEA 18- point curriculum points into a well planned, safe, environmentally sound, enjoyable finals expedition ____

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Appendix D

Ability Assessment Form

Participant's Name: _____ Course: _____ Dates of Course: _____ to _____

Instructors: _____

The Ability Assessment Form (AAF) is designed to let you assess your strengths and weaknesses in planning and leading outdoors trips and allow staff to see how you see yourself. You are urged to complete this as thoroughly as possible, thinking in terms of maximizing your leadership abilities. For example, if you are too conservative you may be thought of as understanding your abilities. Likewise, if you are too liberal you may be thought of as overestimating your abilities; therefore, you must be honest and thorough.

You will be graded on this form based on the following criteria:

- Is it comprehensive and specific, does it cover as much of the topic as possible giving definite examples? 20%
- Is it clear and concise, is it free from confusion, or ambiguity, is it plain and intelligible as well as expressed succinctly in few words as necessary? 20%
- Is it insightful, does it allow the reader to learn the true nature of the situation and learn something they did not know before? 20%
- Is it consistent and rational. Are your responses reasonable and in agreement or are there discrepancies? Is it based on reason and known statements or events? 20%
- Is it consistent with instructor observations or are there discrepancies between your observations and the instructor's? 20%

Drawing on your previous experience and the training you have received, describe your strengths and limitations regarding the criteria in questions 1-4. In questions 5-11, answer the questions as thoroughly as possible.

1. Group sizes you would feel comfortable leading.
2. Length of trips you would and would not feel comfortable leading.
3. Specific adventure activities and modes of travel you would and would not feel comfortable leading.
4. Environmental conditions (terrain, temperature, weather, ecosystem) under which you would and would not feel comfortable leading.

5. Clientele, as they relate to age, gender, and abilities, that you would and would not feel comfortable leading.

6. What positive and negative personality traits do you bring to your leadership abilities?

7. In terms of your theoretical knowledge of the outdoors, what areas are you particularly strong and what areas would you like to learn more?

8. What current and previous experience contributes to your ability to be an outdoor leader and what kind of experiences would you like to have to become a more complete outdoor leader?

9. What technical Outdoor skills do you have that contribute to your outdoor leadership ability and what technical skills do you want to work on or learn in order to improve your ability to lead in the outdoors?

10. What leadership style are you most comfortable with and how would you describe your ability and inability to use other leadership styles?

11. Share any issues, concerns, creative writings, drawings, or other information relating to what you have learned, your abilities and limitations, or anything else which you feel demonstrates your ability to be an outdoor leader.

Instructor's AAF Summary Comments:

Signatures acknowledge review of this form by both parties and does not necessarily imply agreement with assessment statements.

Instructor: _____ Date: _____
Student: _____ Date: _____

Appendix E

Course Evaluation Questionnaire (page 1 of 2)

This questionnaire is to aid the growth, success, and enjoyment of future WEA programs. Please take your time in answering the following questions. Any additional comments or suggestions will be appreciated.

Location(s):

Instructor(s):

Did the course live up to your expectations? Explain.

How well was the course planned? (Both content and organization)

Were there any activities that you think should have been covered in more depth?

Did you have enough opportunity to develop or display your leadership abilities?

What additional types of opportunities do you recommend?

Course Evaluation Questionnaire (page 2 of 2)

Was safety a major aspect of all judgment considerations regarding each subject area?

Do you feel your leadership ability changed as a result of the course? Explain.

Was the evaluation process effective? Improvements?

- A. Mid-course Peer Evaluation:
- B. Mid-course Instructor Evaluation:
- C. Exit Interview Instructor Evaluation:
- D. Ability Assessment Form:

Do you feel your performance on the course was evaluated fairly?

What do you feel is the value of the Expedition Journal assignment?

Was the course flexible and sensitive to the needs of your specific group?

Additional comments and suggestions:

Participant Signature (optional) _____ Date: _____

Appendix F

Student/Instructor Evaluation

Course Name: _____ Dates: _____

Instructor's Name: _____

Your feedback is critical in order to improve future courses and aid in the growth of your instructors. Please comment on the following areas that relate to your instructor. Please comment on the following areas that relate to your instructor.

Class presentations:

Communication skills:

Ability to manage conflicts:

Role model presentation:

Ability to motivate:

Knowledge of outdoor leadership philosophy and ability to articulate it:

Skill mastery:

Support of the student leader of the day:

How well did this instructor work with his/her fellow instructors?

Additional comments and suggestions:

Would you take another course with this instructor?

Participant Signature _____ Date _____

Appendix G

WI Mid- Course Assessment Summary

Completed by: Peers Instructor

Name: _____ Date: _____
 Affiliate: _____ Instructors: _____

Curriculum	Exemplary at this point in course	Appropriate at this point in the course	Needs work at this point in the course
Decision Making and Problem Solving			
Leadership			
Expedition Behavior and Group Dynamics			
Environmental Ethics			
Basic Camping Skills			
Nutrition and Rations Planning			
Equipment, Clothing Selection/Use			
Weather			
Health and Sanitation			
Travel Techniques			
Safety and Risk Management			
Navigation			
Wilderness Emergency Procedures and Treatment			
Natural and Cultural History			
Specialized Travel and Adventure Activities			
Communication Skills			
Trip Planning			
Teaching, Processing, and Transference			

Things going well:

Things to work on:

Other:

Additional comments or observations:

Appendix H

Outdoor Living Skills Check List

Day of Course	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Bath																								
Baked*																								
Dessert*																								
Breakfast																								
Dinner*																								
Lead																								
Scout																								
Logger																								
Sweep																								
Tarp*																								
Knots*																								
Hang Food																								
Washed Dishes																								

Instructions:

- Your challenge is practice and perfect as many outdoor living skills as possible each day of the course. Once you complete an item, initial the box or have a peer initial the box. Many of these items can be done as a team.
- Items followed by (*) must be initialed by an instructor at least once during the course.

- **In order for an instructor to initial the required item, see stipulations below:**
 - **Dessert – you must create a dessert from scratch (no box mixes). The dessert must be cooked, taste delicious, and be presented in a pleasing way.**
 - **Dinner – you must take on the head chef role for a dinner. You may solicit prep cooks to assist you. You must prepare a two course meal that satisfies your entire cook group. The main course must be a dish cooked from scratch (no instant package dinners). Inform the instructor before cooking to ensure it meets guidelines.**
 - **Baking – you must bake bread or bread based dish from scratch – (fry breads do not count). This bread baking requirement is separate from the dessert requirement (no double counting).**
 - **Tarp and Knots – you must competently construct a sleeping tarp or dining tarp alone (without assistance). The tarp must be functional, protect your group from the elements and utilize at least 4 different camp knots properly tied.**

Appendix I (a) Initial Canoeing Skills Checklist

NC – not covered, 1= no knowledge or experience; 2= have some understanding or can execute skill with assistance/may take multiple attempts; 3=have basic understanding or can execute skill adequately if given time; 4= have higher understanding or knowledge or can execute skill consistently at a high level; 5= have expert knowledge or have mastered skill and can teach it with ease.

(This check list is to be completed by the student before canoeing instruction begins.)

Skill	Self Review	Peer Review	Instructor
Efficiently transport a canoe, carry, and enter a canoe.		NA	NA
Effectively enter a canoe in diverse situations		NA	NA
Balance and lean a canoe using efficient body dynamics. (J-Lean)		NA	NA
Perform efficient power and corrective strokes in the bow position to travel in a straight line.		NA	NA
Perform efficient power and corrective strokes in stern position to travel in straight line.		NA	NA
Understand river features in class I-II whitewater.		NA	NA
Choose appropriate routes in class I-II whitewater.		NA	NA
Execute ferries from the bow position in whitewater.		NA	NA
Execute ferries from stern position in whitewater.		NA	NA
Execute eddy turns from the bow position in whitewater.		NA	NA
Execute eddy turns from stern position in whitewater.		NA	NA
Execute peel-outs from bow position in whitewater.		NA	NA
Execute peel-outs from stern position in whitewater.		NA	NA
Perform an effective T-rescue.		NA	NA
Swim a rapid and perform a self-rescue.		NA	NA
Tow a swimmer to a safe position.		NA	NA
Tow a canoe to a safe position.		NA	NA
Remove a pinned canoe with a mechanical rescue.		NA	NA
Competently throw a rescue bag		NA	NA

Properly pack and store a rescue bag		NA	NA
Properly execute paddle signals		NA	NA
Know all parts of paddle		NA	NA
Know all parts of canoe		NA	NA
Stroke Performance: (both sides of canoe)		NA	NA
Pry		NA	NA
Draw		NA	NA
Reverse Sweep (Bow and Stern)		NA	NA
Forward Sweep (Bow and Stern)		NA	NA
Cross-Bow Draw		NA	NA
High Brace		NA	NA
Low Brace		NA	NA
Forward Stroke		NA	NA
Reverse Stroke		NA	NA

Comments:

Appendix I (b)

Final Canoeing Skills Checklist

NC – not covered, 1= no knowledge or experience; 2= have some understanding or can execute skill with assistance/may take multiple attempts; 3=have basic understanding or can execute skill adequately if given time; 4= have higher understanding or knowledge or can execute skill consistently at a high level; 5= have expert knowledge or have mastered skill and can teach it with ease.

(This version of the checklist to be completed at conclusion of instruction by student, peer, and instructor.)

Skill	Self Review	Peer Review	Instructor
Efficiently transport a canoe, carry, and enter a canoe.			
Effectively enter a canoe in diverse situations			
Balance and lean a canoe using efficient body dynamics. (J-Lean)			
Perform efficient power and corrective strokes in the bow position to travel in a straight line.			
Perform efficient power and corrective strokes in stern position to travel in straight line.			
Understand river features in class I-II whitewater.			
Choose appropriate routes in class I-II whitewater.			
Execute ferries from the bow position in whitewater.			
Execute ferries from stern position in whitewater.			
Execute eddy turns from the bow position in whitewater.			
Execute eddy turns from stern position in whitewater.			
Execute peel-outs from bow position in whitewater.			
Execute peel-outs from stern position in whitewater.			
Perform an effective T-rescue.			
Swim a rapid and perform a self-rescue.			
Tow a swimmer to a safe position.			
Tow a canoe to a safe position.			
Remove a pinned canoe with a mechanical rescue.			
Competently throw a rescue bag			

Properly pack and store a rescue bag			
Properly execute paddle signals			
Know all parts of paddle			
Know all parts of canoe			
Stroke Performance: (both sides of canoe)			
Pry			
Draw			
Reverse Sweep (Bow and Stern)			
Forward Sweep (Bow and Stern)			
Cross-Bow Draw			
High Brace			
Low Brace			
Forward Stroke			
Reverse Stroke			

Comments:

Appendix J(a)
Initial Rock Climbing Skills Checklist (Self assessment)

NC – not covered, 1= no knowledge or experience; 2= have some understanding or can execute skill with assistance/may take multiple attempts; 3=have basic understanding or can execute skill adequately if given time; 4= have higher understanding or knowledge or can execute skill consistently at a high level; 5= have expert knowledge or have mastered skill and can teach it with ease.

(To be completed by student before instruction begins.)

Skill	Self Review	Peer Review	Instructor
KNOTS			
Overhand		NA	NA
Figure-eight follow-through		NA	NA
Figure-eight on a bight		NA	NA
Munter hitch		NA	NA
Munter mule		NA	NA
Water knot		NA	NA
Double fisherman's		NA	NA
Prusik knot		NA	NA
COILING A ROPE			
Mountaineer's coil		NA	NA
Butterfly coil		NA	NA
ANCHORS			
Natural anchors (horn, boulder, tree)		NA	NA
Artificial anchors (stoppers, hexcentrics, SLCD)		NA	NA
Equalized		NA	NA
Preequalized		NA	NA
CLIMBING TECHNIQUES			
Stemming		NA	NA
Lieback		NA	NA
Face climbing		NA	NA
Chimneying		NA	NA
Mantling		NA	NA
BELAYS			
Belay technique		NA	NA
Using mechanical devices		NA	NA
Munter hitch belay		NA	NA
Belay escape		NA	NA
RAPPELLING			
With a figure-eight		NA	NA
With a belay device		NA	NA
Rappel lowering system		NA	NA
Friction hitch backup		NA	NA
OTHER SKILLS			
Z-drag		NA	NA
2:1 Assist		NA	NA

Appendix J(b)
Final Rock Climbing Skills Checklist

NC – not covered, 1= no knowledge or experience; 2= have some understanding or can execute skill with assistance/may take multiple attempts; 3=have basic understanding or can execute skill adequately if given time; 4= have higher understanding or knowledge or can execute skill consistently at a high level; 5= have expert knowledge or have mastered skill and can teach it with ease.

(To be completed by student, peer, and instructor at conclusion of instruction)

Skill	Self Review	Peer Review	Instructor
KNOTS			
Overhand			
Figure-eight follow-through			
Figure-eight on a bight			
Munter hitch			
Munter mule			
Water knot			
Double fisherman's			
Prusik knot			
COILING A ROPE			
Mountaineer's coil			
Butterfly coil			
ANCHORS			
Natural anchors (horn, boulder, tree)			
Artificial anchors (stoppers, hexcentrics, SLCD)			
Equalized			
Preequalized			
CLIMBING TECHNIQUES			
Stemming			
Lieback			
Face climbing			
Chimneying			
Mantling			
BELAYS			
Belay technique			
Using mechanical devices			
Munter hitch belay			
Belay escape			
RAPPELLING			
With a figure-eight			
With a belay device			
Rappel lowering system			
Friction hitch backup			
OTHER SKILLS			
Z-drag			
2:1 Assist			

Appendix K

Plant Identification Check List

This list was generated on the 2008 WI by Kiley McGahn –
See if you can break her record and have your name listed with Kiley!

TREES

NOTES

- Sassafras
- American Holly
- White Oak
- Eastern Hemlock
- White Pine
- Stripped Maple
- Red Oak
- Red Maple
- Spruce Trees
- Cedar

FLOWERS

- Blueits
- Dandelions
- Violets
- False Solomon Seal
- Solomon Seal
- Pink Lady's Slipper
- Painted Trillium
- Day Lily

FERNS

- Fettle Head
- Hay Scented Fern
- Christmas Fern

SHRUBS

- Dog Hobble
- Mountain Laurel

SHRUBS Continued

Rhododendron

Flame Azalea

OTHER

NOTES

Carolina Cane

Yellow Root

Indian Strawberries

Frost Weed

Galax

Ground Cedar

Multiflora Rosa

Common Morel

Poison Ivy

Pete Moss

Rattle Snake Root

Pepsisawa

Blood Root

Virginia Creeper

Poison Oak

Beetleweed

Additional Plants Found

1.

2.

3.

4.

5.

6.

7.

Appendix L

Final Assessment Summary (page 1 of 2)

Completed by: Peers Instructor

Name: _____ Date: _____

Instructors: _____

Curriculum	Exemplary	On Target	Needs Work
Decision Making and Problem Solving			
Leadership			
Expedition Behavior and Group Dynamics			
Environmental Ethics			
Basic Camping Skills			
Nutrition and Rations Planning			
Equipment, Clothing Selection, and Use			
Weather			
Health and Sanitation			
Travel Techniques			
Navigation			
Safety and Risk Management			
Wilderness Emergency Procedures and Treatment			
Natural and Cultural History			
Specializes Travel and Adventure Activities			
Communication Skills			
Trip Planning			

Final Assessment Continued

Instructor Comments:

Student's Potential to be a Professional Outdoor Leader:

None at this time

Demonstrates Some Potential

High Potential

Student Signature _____ **Date:** _____

Instructors Signatures _____ **Date:** _____

Appendix M

American Canoe Association

Whitewater Canoe Course Purpose/Goals: To provide an introduction and preparation to paddle safely and comfortably on whitewater up to Class II.

Objectives: Participants will learn to:

1. Proper outfitting
2. Perform basic strokes and maneuvers
3. Perform basic rescues
4. Understand basic river dynamics and perform eddy turns, peel outs and ferries.

Prerequisites: None

Whitewater Canoe Location: Flatwater and up to Class II whitewater

Duration: 16 hours

Successive Courses: Advanced Whitewater

The following is a summary of course content for the Whitewater Canoe program. The **REQUIRED** information is required for all courses. All other information should be considered optional and included to best fit the students, class locations, and time allowed. Instructors may adjust the course progression at their discretion. Sample syllabuses and supplemental handouts are available through other ACA instructors and the ACA website.

COURSE OUTLINE

Part I: Introduction and logistics (REQUIRED)

Welcome

Introduction of instructors and participants
Overview with expectations & limitations
Waiver/Assumption of Risk/Medical Form
Site specific procedures, regulations, times
WARM UP and stretching to reduce injury
ACA Safety Packet (AWA revised safety code)

Hypothermia

Alcohol/Chemical Substance abuse

Group Responsibilities/No peer pressure

Part II: Personal Preparation (REQUIRED)

Learning Judgment

Continue learning from other experienced paddlers

Responsibility to support other paddlers (no peer pressure)

Group Equipment: extra paddle, rescue sling, drybags, maps, first aid kit rescue gear

Guidebooks, local knowledge

Assessing Current environmental conditions, including: Water, Weather, Time of Day, Temperature, Accessibility

Assessing personal and group dynamics (Skills, Equipment, Group makeup, Logistic, Group selection, Leadership)

Part III: Safety and Rescue

A. Principles of Rescue

1. Priorities – People, Boats, Gear (**REQUIRED**)
2. Responsibilities of Victim
3. Responsibilities of Rescuers

B. Types of Rescue

1. Self-Rescue in moving current (**REQUIRED**)
 - a. body/boat positions
2. Boat-Assisted Rescue
 - a. Tired Swimmer
 - b. Towing
3. Bumping
4. Shoreline Rescue – Extension Rescue
 - a. Use of Throw Bags/Ropes
 - b. Pinned Craft

Part IV: Equipment

Canoes: types, materials, flotation, parts (including safety features)

Canoe outfitting: comfort and safety

Paddle: types, parts, length, blade size and shape, fitting, hand position

Care of equipment

Personal Equipment: water, food, shoes, sunscreen, bug spray, sun glasses, eyeglass straps, protective clothing for heat or cold, sponge, hate, foot protection, food, bailer, whistle

Car topping: **Loading** and unloading, racks, tie down

(REQUIRED EQUIPMENT TOPICS)

Life jackets (PFDs): types, fit

Helmet: types, fit, guidelines for wearing

Part V: Getting Started (REQUIRED)

Launching, carries, landing

Water confidence and comfort

Rescue Priorities: People, gear & boats
Wet exits

How to empty a canoe

The Terminology of Paddling

(Frequently blended in with stroke instruction)

Types of strokes: power, turning & bracing
 Stroke components: catch, propulsion, recovery, control and correction
 Effective Body Usage and Bio-Kinetics
 Use of larger torso muscles
 Arms as struts connecting paddle to torso
 Avoidance of positions that contribute to shoulder injury or dislocations

Sculling Draw
 J Stroke
 *Strainers & Sieves
 Rocks/Pillows
 *Holes/Hydraulics
 Other Hazards
 Power of the Current/River Level
 *Cold Water

Part VI: The Paddling Environment (*items REQUIRED)

- A. Fundamentals of River Currents
1. *Characteristics of Current
 Downstream and Upstream
 V's/Chutes
 Eddies/Eddy Lines
 Waves/Wave Holes
 Bends
 2. Effects of Obstacles
 *Ledges/Horizontal Lines
 *Dams/Flow Diversion
 Structures/Pipelines
 Undercut Rocks/Ice
 3. International Scale of River Difficulty (handout: American Whitewater Safety Code)

Maneuvers (practiced on flatwater)

Spins (onside and offside): boat pivots in place
 Forward: boat moves in a reasonably straight line
 Reverse: boat moves in a reasonably straight line
 Stopping: boat stops within a reasonable distance
 Turns: boat turns in broad arc made while underway
 Veering: Carving, and paddling the "inside circle"
 Abeam: boat moves sideways without headway
 Sideslips: boat moves sideways with headway

Whitewater Practice

- A. Ferries
- B. Eddy Turns
- C. Peelouts
 1. Wide (exit wide from eddy line)
 2. Shallow (exit close to eddy line)
- D. Sequences of Maneuvers
 1. C-turns (Peel out and eddy into same eddy)

Part VII: River Running

- A. Strategies in Running Rivers
1. How to paddle in current
 - a. Spacing/Avoid "tunnel vision"
 2. Scouting
 - a. From boat/From shore
 - b. How to establish the "best" route/ "Plan B"
 3. Portaging Hazards
- B. Group Organization on the River
1. Group cohesiveness (lead, sweep boats, etc.)
 2. Universal River Signals System

Part IX: Next Steps (REQUIRED)

Emphasize the need for further instruction, practice and experience

- River Reading
- Hazard Recognition and Avoidance
- Boat Control

Managing, Reducing, Eliminating Risks
 Recommendation for First Aid, CPR, and rescue training

River Etiquette
 Other Paddling options
 Local paddling groups/clubs
 ACA Membership forms
 Participation cards
 Evaluation of course
 S-turns (Peel out one side and eddy into opposite side)
 Surfing

Emergency Procedures

Part VIII: Strokes

Solo: Forward	Tandem: Forward
Back	Back
Draws (all)	Draws (all)
Stern Pry	Stern Pry (stern)
Cross Forward	Cross Forward (bow)
Cross Draw	Cross Draw (bow)

Optional at instructors' discretion:

Forward/Reverse Sweeps
 Pry
 Sculling
 Eskimo Roll
 High Brace
 Low Brace
 Stationary draw strokes

Appendix N

What is the Leave No Trace Center for Outdoor Ethics?

The Leave No Trace Center for Outdoor Ethics is a national non-profit organization dedicated to promoting and inspiring responsible outdoor recreation through education, research and partnerships. Leave No Trace builds awareness, appreciation and respect for our wildlands.

Leave No Trace is a nationwide (and international) program designed to assist visitors with their decisions when they travel and camp on America's public lands. The program strives to educate visitors about the nature of their recreational impacts as well as techniques to prevent and minimize such impacts. Leave No Trace is best understood as an educational and ethical program, not as a set of rules and regulations.

The Leave No Trace Principles of outdoor ethics form the framework of Leave No Trace's message:

1. Plan Ahead and Prepare
2. Travel and Camp on Durable Surfaces
3. Dispose of Waste Properly
4. Leave What You Find
5. Minimize Campfire Impacts
6. Respect Wildlife
7. Be Considerate of Other Visitors

Plan Ahead and Prepare (more details and information)

- Know the regulations and special concerns for the area you'll visit.
- Prepare for extreme weather, hazards, and emergencies.
- Schedule your trip to avoid times of high use.
- Visit in small groups. Split larger parties into groups of 4-6.
- Repackage food to minimize waste.
- Use a map and compass to eliminate the use of marking paint, rock cairns or flagging.

Travel and Camp on Durable Surfaces (more details and information)

- Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow.

- Protect riparian areas by camping at least 200 feet from lakes and streams.
- Good campsites are found, not made. Altering a site is not necessary.
- In popular areas:
 - Concentrate use on existing trails and campsites.
 - Walk single file in the middle of the trail, even when wet or muddy.
 - Keep campsites small. Focus activity in areas where vegetation is absent.
- In pristine areas:
 - Disperse use to prevent the creation of campsites and trails.
 - Avoid places where impacts are just beginning.

Dispose of Waste Properly (more details and information)

- Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food, and litter.
- Deposit solid human waste in catholes dug 6 to 8 inches deep at least 200 feet from water, camp, and trails. Cover and disguise the cathole when finished.
- Pack out toilet paper and hygiene products.
- To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

Leave What You Find (more details and information)

- Preserve the past: examine, but do not touch, cultural or historic structures and artifacts.
- Leave rocks, plants and other natural objects as you find them.
- Avoid introducing or transporting non-native species.
- Do not build structures, furniture, or dig trenches.

Minimize Campfire Impacts

- Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
- Where fires are permitted, use established fire rings, fire pans, or mound fires.

- Keep fires small. Only use sticks from the ground that can be broken by hand.
- Burn all wood and coals to ash, put out campfires completely, then scatter cool ashes.

Respect Wildlife

- Observe wildlife from a distance.
- Do not follow or approach them.
- Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
- Protect wildlife and your food by storing rations and trash securely.
- Control pets at all times, or leave them at home.
- Avoid wildlife during sensitive times: mating, nesting, raising young, or winter.

Be Considerate of Other Visitors (more details and information)

- Respect other visitors and protect the quality of their experience.
- Be courteous. Yield to other users on the trail.
- Step to the downhill side of the trail when encountering pack stock.
- Take breaks and camp away from trails and other visitors.
- Let nature's sounds prevail. Avoid loud voices and noises

Leave No Trace Training

Regardless of your favorite outdoor activity, Leave No Trace skills are important to learn. Leave No Trace courses function like a pyramid. Master Educator courses are at the top of the pyramid and train people to become comprehensive Leave No Trace educators, or Master Educators. Masters, in turn, teach the second level, the Trainer Course, to people who become Leave No Trace Trainers. Trainers (or Master Educators) are then able to conduct our third level of training called Awareness Workshops, which are designed for the general public and promote Leave No Trace. Read on for more information and pick the course that's right for you.

Master Educator Courses

A Master Educator course is typically five-days in length and designed for people who are actively teaching others backcountry skills or providing recreation information to the public. Currently, there are 1700 Leave No Trace Master Educators worldwide representing nine countries and 50 U.S. states. This valuable training is recognized throughout the world by the outdoor industry, land management agencies and the outdoor recreation community. Successful graduates of the Master Educator course have the ability to train others in Leave No Trace skills

as well as facilitate Leave No Trace Trainer courses and Awareness Workshops. Search for a master educator in your area!

Trainer Courses

Leave No Trace Trainer courses are two-day trainings put on in an outdoor setting by Master Educators. Trainer courses are designed to help you better understand and teach Leave No Trace skills and ethics. If you are interested in a Trainer course, visit our website to see if any courses are offered in your area, or give us a call to explore your options.

Awareness Workshops

Awareness workshops are any type of formal Leave No Trace training that is one-day or less in length. These presentations may be 30-minute chats about the Leave No Trace principles or full-day workshops. If you would like to participate in an Awareness Workshop in your area, or if you need more information on how to put one on, take a look at the website or give us a call to see what opportunities may be available to you.

Appendix O

History of the Pisgah Area

Cradle of Forestry: History

Retrieved from http://www.cradleofforestry.com/cradle_of_forestry/history.asp

Our century of conservation dates back to the building of the Biltmore Estate and the reforestation of abused and farmed over land. Forestry education began in 1889 when George W. Vanderbilt began to purchase land in Asheville as a site for his Biltmore Estate. Vanderbilt then hired a man by the name of Frederick Law Olmsted to handle the gardens & grounds of the magnificent estate.

On Olmsted's recommendation that the estate needed a "Forest Manager" Vanderbilt hired a man by the name of Gifford Pinchot. Pinchot, who would later serve as the first Chief of the USDA Forest Service and Governor of Pennsylvania, developed and implemented a forest management plan for Vanderbilt's forested holdings.

Subsequently, in 1895, German forester Dr. Carl A. Schenck accepted George Vanderbilt's offer to come to North Carolina to succeed Gifford Pinchot as manager of his vast forest properties. For the next 14 years, Dr. Schenck focused all of his forestry skills on transforming these woodlands that we know today as Pisgah National Forest.

Today the Cradle of Forestry in America is a 6,500 acre Historic Site within the Pisgah National Forest, set aside by Congress to commemorate the beginning of forestry conservation in the United States. The Forest Discovery Center commemorates conservation history with an 18 minute movie on Vanderbilt, Pinchot, Schenck and the beginning of forestry in America. Also in the Center is an interactive exhibit hall, The Giving Tree Gift Shop and the Forest Bounty Cafe. Outdoor activities include two guided trails which lead you back in time to seven historical buildings, a 1915 Climax logging locomotive and the old sawmill. Thursdays through Sundays you may find a toy maker, a weaver, a quilter, a wood carver and a basket maker.

Birth Place of Forestry in America

Retrieved from <http://ncnatural.com/NCUSFS/Pisgah/campus.html>

The "Campus" at Biltmore Forest School consisted of mountaineer cabins and farm homes which once had been part of the old "Pink Beds" community. The one room community school and church became the forestry school's classroom.

Occasionally Schenck preached at the church and even bought an organ to "improve the singing". He said, "singing is the best peacemaker". Schenck brought his "boys", as he called his students, here each spring for about 6 months. He lectured mornings and after lunch led the students to the field to demonstrate practical applications of his theories.

Alumni of the Biltmore Forest School donated funds to have the school building reconstructed in 1966.

Dr. Carl Schenck set up his operations in the area in 1898, where the Cradle of Forestry now stands. The school of forestry that he began was the first in America. Schenck opened his school to local boys and men and began teaching wise-use forest management practices that included selective tree cutting and thinning, pest and disease monitoring, erosion controls in forested areas and management practices that were less impactful to adjacent areas. He had to write his own textbooks because none existed before. Also, since he was a German and not familiar with all of the American trees, he experimented with different species in the schools' tree nursery to discover which ones would grow the best. Thanks to the wisdom and foresight and hard work of Schenck, Pinchot, Olmstead and Vanderbilt, the Pisgah Forest area is today in much healthier shape than it was at the turn of the century. Practices established here have been successfully employed in many parts of the world.

Winter classes were held at Biltmore Estate near Asheville and summer sessions in Pisgah Forest. The school operated on a 12 month basis and a young man could start at the beginning of any of the various lectures. Schenck had a favorite greeting for new students..."Join us and sink or swim".

He also said that no student could hope to be successful at Biltmore unless he was willing to devote all of his time and all of his energy to study-- in the classroom, in the field, and in his room.

Schenck's Office

Schenck's summer office was built from an abandoned barn, using only half of the barn. His secretary used the front room. One desk was for typing, the other for running off exams and handout information on a letter press. The back room was Schenck's. Here he graded exams, answered correspondence and prepared lessons. Surveying instruments and field equipment were stored in the loft overhead.

The Black Forest Lodge

Schenck built several lodges for his Rangers, imitating the architecture used in the Black Forest of Germany. They were located at strategic points throughout Pisgah Forest where his Rangers could watch for game violators and unauthorized timber cutting. They would also be handy to fight forest fires. Some Rangers had special assignments such as operating a trout hatchery and pheasant breeding. A Ranger's salary was \$50 per month, an assistant Ranger's \$25 per month. The Cantrell Creek Lodge, near the visitor center, is another of these houses that Schenck had built.

On weekends during the summer season you may hear the sound of a hammer pounding on metal, ringing along the trail. Crafts people in period attire make the Biltmore Campus Trail come alive as they recreate the skills that were needed for survival by the homesteaders of the area. The Blacksmith traveled from the town of Pisgah Forest with his equipment, making emergency repairs along the way. In his modest shop, he sharpened tools for the woods workers. Horseshoeing and wagon repairs were done at the blacksmith shop in Pisgah Forest. Students were told to "find yourselves a place to stay". And they did, in abandoned mountaineer cabins, farms, homes, or with one of the Rangers. The students named the five cabins which they inhabited; "Hell Hole", "Little Hell Hole", "The Palace", "Little Bohemia", and "Rest for the Wicked". Inside the building you will see rattle snake skins, "winning" poker hands, and pin-up

pictures mounted on the walls. Many of the 300 graduates of Biltmore Forest School became successful in forestry and other fields. Before Vanderbilt bought this land, the Pink Beds was a small, largely self-contained, mountain community. They grew or raised their own food, including cattle, hogs, geese and turkeys and they needed a market for their flocks and herds. They "drove" or herded their animals to Greenville, SC, which was the closest large market, although some walked as far as Charleston. Near the community garden is the wash place. Here the clothes were boiled over an open fire and washed with lye soap. Then the clothes were rinsed in Looking Glass Creek and hung to dry. Mrs. Case and Mrs. Gillespie would have used this site. Schenck left Vanderbilt in 1909 and took his school with him. Students traveled and studied in such places as Sun Burst, North Carolina, Cadillac, Michigan and Germany. The Biltmore Forest School graduated its last class in 1913.

Looking Glass Rock

Retrieved from <http://ncnatural.com/NCUSFS/Pisgah/lkglass.html>

The name reflects the appearance of the mountain when water freezes on the exposed granite surface and reflects the sun like a mirror.

Looking Glass Rock is a monolithic piece of exposed Whitesides granite that rises from the valley floor in the midst of the Pisgah Ranger District. Approximately 390-400 million years ago, the collision of continental plates caused some earlier sedimentary rocks to melt due to great pressures within the earth, forming large magma bodies which solidified into rocks (Whitesides granite) that were much harder than later rocks which overlay the magma. Looking Glass Rock is the exposed magma body after a lot of erosion.

Looking Glass Rock's sheer faces are popular rock climbing sites during certain times of the year. The rock face is closed off to climbing during Peregrine Falcon nesting seasons. The area is a prime nesting site for the threatened Peregrine Falcon in the southern Appalachians.

Shining Rock and Middle Prong Wilderness Areas

Retrieved from <http://www.northcarolinaoutdoors.com/places/mountains/shiningrock.html>

Named for the white quartzite rock that forms its summit, Shining Rock's 5940 foot peak is not the highest in these two wilderness areas. In fact, Shining Rock Ledge, which forms the backbone of the area, boasts five peaks over 6000 feet, the highest being Cold Mountain at 6030 ft.

If Cold Mountain sounds familiar, it should. This is the Cold Mountain of Charles Frazier's bestselling and Pulitzer Prize winning novel, Cold Mountain. Literary pilgrims should be aware that the hike to Cold Mountain is no walk in the park. It is a 10.6 mile hike (one way) from the Daniel Boone Camp trailhead via the **Art Loeb** and **Cold Mountain Trails**.

As Frazier recounts in his novel, the Shining Rock area was originally part of the Cherokee Nation. White settlers began pouring in following a grant of land from the state of North Carolina in 1796. Champion Fiber Company purchased most of the area between 1906 and 1909 and began logging the area to supply its pulp mill in nearby Canton.

In 1911, Champion Fiber decided the area's forests produced better saw timber than pulp, so the tract was sold to Champion Lumber, which in turn sold it to Suncrest Lumber in 1918. Continuous logging between 1906 and 1926 decimated large stands of red spruce, Frazer fir, hemlock and hardwoods. Remnant stands of isolated spruce and fir survive today on some of the ridge tops, though these stands are threatened by acid precipitation and exotic insects.

The Cherokee deliberately used fire to alter the ecology of the region. More recently, in 1925 a locomotive ignited a pile of logging slash that quickly spread and consumed over 25,000 acres before it was extinguished. This fire, along with another one in 1942, created the grasslands, known as balds that one encounters while hiking the **Art Loeb Trail**.

Because of its proximity to Asheville and Atlanta, these wilderness areas receive heavy use. The **Art Loeb, Ivester Gap, Shining Creek, and Big East Fork Trails** offer the least opportunities for solitude.

History of Mt. Pisgah

Retrieved from <http://www.westernncattractions.com/PNF.htm>

Mount Pisgah was the biblical name for the mountain from which Moses saw the Promised Land after 40 years of wandering in the wilderness. Local legend attributes the naming of Mt. Pisgah to Reverend James Hall, a Scotch-Irish, gun toting, Indian fighting Presbyterian minister, who accompanied General Griffith Rutherford's 1776 expedition against the Cherokee into western North Carolina. Impressed by the bountiful French Broad River basin, visible from the mountain, he drew upon his knowledge of the Bible to name the peak Mt. Pisgah.

History of the Chattooga River

Retrieved from <http://www.chattooga-river.net/morehistory.html>

The history of the Chattooga River area reaches back into the time of the earliest native North Americans, who used the fertile valleys, diverse biology and water sources of the region for survival. As Butch Clay's "*A Guide To The Chattooga River*" states,

"Long before any Caucasians appeared here, the first Americans followed creeks and rivers and game trails up into these hills to occupy a fertile, temperate mountain country whose aboriginal lineaments we can only try to imagine. Native Americans lived here for thousands of years before pale-faced men from distant lands began pushing into the continent from the coasts in an inexorable human tide that would decimate much of the indigenous human and animal populations and radically alter the face of the continent."

When Europeans arrived in the area, the Cherokee Nation was in possession of the area and had several well-established 'towns'. The town located at Tugaloo was their most sacred and demonstrates the value of the Chattooga and surrounding area, as this town was located close to the confluence of the Chattooga and Tallulah Rivers. An interesting note, in Butch Clay's book is

in reference to information noted by James Mooney, an ethnographer who gathered information regarding the Cherokee at the end of the 19th century. He states,

"The Cherokee thought that the streams and springs of the mountains, if followed back far enough, would lead to the underworld of spirit beings. They told tales of "water cougars" and "spearfingered ogres" who haunted the deep mountain fastnesses. The sound of the falls and rapids of their mountain rivers they referred to as the voice of "Long Man," the river god, who spoke a language that spiritual people could understand. As a people almost obsessively concerned with the purity and health of the human spirit, one of their most important observances was the "going to water" rite, a ceremonial immersion in the river believed to purify and make clean the living soul."

Over time, increasing numbers of settlers, who moved to the area initially in search of gold but remained as farmers, and the ravages of war, illness, alcohol and other factors weakened the Cherokee Nation from the strong and powerful nation it had once been. At its most powerful, the Cherokee had possessed a territory of 40,000 acres. In 1838, the Cherokee Removal Act relocated the Cherokee to Oklahoma in what has come to be known as the Trail of Tears.

In the 1850's, the Blue Ridge Railroad, also known as the Black Diamond Railroad, set its sites on completing a rail line connecting Charleston SC and Cincinnati OH, through North Carolina and Tennessee. This endeavor though met with bad timing, as the Civil War erupted and the State of South Carolina removed the funding. The plans required the construction of three bridges and twelve tunnels. One of these tunnels is the Stumphouse Tunnel north of Walhalla, near Issaqueena Falls, on Hwy. 28. The State of South Carolina, after expending more than a million dollars toward the construction of the tunnel, was unable to continue and the tunnel was abandoned in an unfinished state, the same state it exists in today. Visitors may enter the tunnel and walk to its terminating point, deep in the mountain. But be sure to bring a flashlight, there is no lighting and the tunnel remains about 50 degrees with high humidity (80-90%), year round. In the late 1800's and early 1900's, this area was heavily logged as populations grew and technology improved allowing loggers to reach into areas never before accessible. The timber was removed and no reforestation efforts were made. This led to great wild fires and loss of the rich ground cover that had accumulated beneath the canopy of this mixed pine/hardwood forest over the centuries. But the Weeks Law of 1911 created the route for the federal government to buy the decimated acres, which are now a part of the National Forests of the area.

The settlers who moved into the area have had a rich cultural impact on the present day population. They were primarily of Scottish and Irish descent. But the culture of the German settlers is also easily visible, with town names like Walhalla SC (related to the German word for Heaven) and activities such as the multiple Oktoberfest that occur in many municipalities (including 365 days of Oktoberfest in Helen GA). The quiet existence and subsistence lifestyles practiced by these settlers can be seen with the help of the Foxfire Museum, an organization who has painstakingly documented many of the minute details and methods of the settlers of the southern Appalachians.

In the 1930's, the Civilian Conservation Corp performed a great deal of work in the area. Plaques commemorating their efforts and documenting the fruits of their labor can be seen at many of the locations where they built or improved locations throughout the Chattooga area. Some of these

places are the Oconee State Park, Oconee Station, Chau Ram County Park, and Walhalla Fish Hatchery

As concerns over the protection of our last remaining wild places began to flourish and passionate discussion increased, the National Wilderness Protection Act of 1964 was passed. This led to a more specific concern over our free-flowing wilderness river areas. A study was supported and an inventory of possible rivers to be included in the yet unpassed Wild and Scenic Rivers Act was created. In 1968, this act was passed and it included only eight rivers, which had been culled from an initial list of 650. Several rivers were slated for future study and among them was the Chattooga, one of four in the Southeast and the only southern Appalachian river being considered. In 1974, the Chattooga was included in the Wild and Scenic Act, and management of it and its resources were placed under the authority of the Sumter National Forest, Stumphouse Ranger Station.

At the conclusion of the study of the Chattooga, the task force submitted their report, which Buzz William's quoted in the Chattooga Quarterly, spring 2004.

"This is one of the longest and largest free-flowing mountain streams in the Southeast remaining in a relatively undeveloped condition. . . The beauty of the rapids and scenery of the Chattooga drainage is unsurpassed in the Southeastern United States."

The Wild and Scenic Rivers Act

Retrieved from <http://www.rivers.gov/>

It is hereby declared to be the policy of the United States that certain selected rivers of the Nation which, with their immediate environments, possess outstandingly remarkable scenic, recreational, geologic, fish and wildlife, historic, cultural or other similar values, shall be preserved in free-flowing condition, and that they and their immediate environments shall be protected for the benefit and enjoyment of present and future generations. The Congress declares that the established national policy of dams and other construction at appropriate sections of the rivers of the United States needs to be complemented by a policy that would preserve other selected rivers or sections thereof in their free-flowing condition to protect the water quality of such rivers and to fulfill other vital national conservation purposes. (Wild & Scenic Rivers Act, October 2, 1968)

The Wild and Scenic Rivers Act celebrates its 40th Anniversary in 2008. The Act, championed by Senator Frank Church, and signed into law by President Lyndon Johnson on October 2, 1968, protects the free-flowing waters of many of our nation's most spectacular rivers. The Act is notable for safeguarding the special character of these rivers, while also recognizing the potential for appropriate use and development. These living landscapes are uniquely managed to protect the public's enjoyment of these heritage resources for present and future generations. The managing agencies also try to accommodate and reflect community and landowner interests. Every designation preserves a sliver of traditional American experiences that are important to local communities, such as fishing and boating, or wading in waters our nation's forefathers would have recognized and enjoyed.

The Act purposefully strives to balance river development with permanent protection for the country's most outstanding free-flowing rivers. To accomplish this, the Act prohibits federal support for actions, such as the construction of dams or other instream activities that would diminish the river's free flow or outstanding resource values. Designation neither prohibits development nor gives the federal government control over private property. The Act specifically:

- Prohibits dams and other federally assisted water resources projects that would adversely affect river values;
- Protects outstanding natural, cultural, or recreational values;
- Ensures water quality is maintained; and
- Requires the creation of a comprehensive river management plan that addresses resource protection, development of lands and facilities, user capacities, and other management practices necessary to achieve purposes of the Act.

Appendix P

International Registry of Outdoor Leaders Portfolio Overview

Note: Contents of a portfolio can only be uploaded into the portfolio by the portfolio owner

There are four group sections in the portfolio: Student Experience Inventory, Outdoor Leader, Apprentice, and Professional Development Inventory. (When you view the portfolios in Foliotek all four levels are listed in the Assessment Menu on the left)

The **Student Experience Inventory** is the portion of the IROL portfolio that students begin filling out as they seek Outdoor Leader status in the IROL. The Student Experience Inventory has seven sections within it: Professional Documents and one section for each of the six core competencies. The Professional Documents section of the SEI lists the general required documents for a student to be eligible for Outdoor Leader status in the IROL. The remaining sections specific to each competency contain three elements each. Student Experience Inventory is outlined below with the elements of the competencies explained in further detail in the sidebar to the right.

Student Experience Inventory

Professional Documents*

- Introductory Cover Letter
- Basic Resume
- WFR and CPR Certifications
- Wilderness Education Philosophy

9.1 Outdoor Living

- Outdoor Living Justification Paper*
- Institution Specific Outdoor Living Supporting Artifacts
- Student Selected Outdoor Living Supporting Artifacts

9.2 Planning and Logistics

- Planning and Logistics Justification Paper*
- Institution Specific Planning and Logistics Supporting Artifacts
- Student Selected Outdoor Living Supporting Artifacts

9.3 Risk Management

- Risk Management Justification Paper*
- Institution Specific Planning and Logistics Supporting Artifacts
- Student Selected Outdoor Living Supporting Artifacts

9.4 Leadership

- Leadership Justification Paper*
- Institution Specific Leadership Supporting Artifacts
- Student Selected Leadership Supporting Artifacts

9.5 Environmental Integration

- Environmental Integration Justification Paper*
- Institution Specific Environmental Integration Supporting Artifacts

Student Selected Leadership Supporting Artifacts

9.6 Education

Education Justification Paper*

Institution Specific Education Supporting Artifacts

Student Specific Education Supporting Artifacts

**These items are required content as determined by the WEA for individuals holding OL status including those individuals grandfathered into the IROL.*

Throughout the 9.0 series you will notice the elements repeat within each competency.

Justification Paper:

This is a one page paper to be written as a self assessment from the student. For those familiar with the “old system” this is similar to the Ability Assessment Form. A separate one page paper is to be written for each of the competencies. This element is required by the WEA for passing the competency and obtaining OL status.

Institution Specific Artifacts:

These are the documents that the Accredited Institution will require for assessment from each student. These could be any number items including but not limited to: lesson plans, journal entries, academic papers, reflection papers, peer evaluations, etc. It is helpful for the student to have the required list of artifacts prior to being given portfolio access.

Student Selected Artifacts:

These are additional documents that a student may choose to upload that they feel enhances their portfolio for a particular competency. This could be drawings, poems, video of them managing a site or teaching a lesson, etc. This element is optional but should be highly encouraged.

Appendix Q

Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		May 19 Meet RU West	20 RU West	21 Selu	22 Selu	23 Travel
24 Groups Split	25 1 st Sec. of Climbing and Canoeing Begins	26	27	28	29 Transition & Rations	30 Transition
31 2 nd Sec. of Climbing and Canoeing Begins	June 1	2	3	4 Mid Course Evaluations	5 Planning Day & Rations	6 Backpacking Begins
7	8	9	10	11	12	13
14	15 – Come out of field	16 – Return Home				

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