

COMMUNITY OUTDOOR ADVENTURES MANUAL



The Community Outdoor Adventures Manual has been written by: Trisha Boyer, Assistant Executive Director School Sports NL based upon their successful School Sports NL (SSNL) Participation Nation Outdoor Adventures Program. Additional writings had been submitted by: Dr. T.A. Loeffler; Professor of Outdoor Education and Recreation, School of Human Kinetics and Recreation Memorial University of Newfoundland and Labrador. Pam Mills, Recreation Specialist, Megan Cummings, Recreation Specialist (Inclusion), and Stephanie O'Brien, Eat Great & Participate Coordinator from Recreation NL. SSNL would like to thank them for their guidance, input, and editing.

Funding support was provided by the Department of Tourism, Culture, Arts and Recreation, the Government of Newfoundland and Labrador, for the development of this resource. We Thank them for their support.

Acknowledgements	3
Newfoundland and Labrador COVID-19 Protocols Recreation and Sport	4
Program Goals and Objectives	7
Planning and Preparation	8
Risk Management	9
Program Forms	13
Inclusion	14
In an Outdoor Setting	14
Specialized Equipment Resources	16
Other Resources	16
Group Games	17
Accommodations for People with a Disability	18
Ice Breakers	19
Co-operative Games	24
Team Building Activities	28
Survival Skills	29
Clothing	30
Footwear	31
Blister Care and Prevention	32
Fire Building	33
Knot Tying	37
Shelter Building	38
Outdoor Activities	40
Cross Country Skiing	41
Snow Shoeing	41
Hiking Essentials - First Aid	42
Leave No Trace	43
Trip Plan	44
Packing Tips	45
Day Hike Kit List	46
Overnight Hike Kit List	47

Hiking Activities	48
Scavenger Hunt	49
Geocaching.....	49
Orienteering	50
The Beginner Course	50
Letterboxing	50
Healthy Eating in The Outdoors	51
Snacks.....	52
Hydration.....	53
Food Safety for Outdoor Activities	52
Meal Preparation.....	54
Meal and Snack Preparation for Home	55
Recipes	55
Outdoor Cooking	56
Tin Foil Meals on Coals	56
In A Pot - One Pot Meals.....	58
Sample Hiking Plans	60
Family or Small Group Day Hike	61
8 Week Hike.....	63
Resources	66

NEWFOUNDLAND AND LABRADOR COVID-19 PROTOCOLS RECREATION AND SPORT

When this manual was printed (July 2021) the
province was in the COVID-19 Pandemic

Alert Level 2. The manual is written based on this Alert system.

It is the responsibility of all Adults to check the Government NL website
and to follow the current public health guidance.

Please click on this link [Covid -19](#) Updates for the most up to date information.

[Guidance on Cloth Mask \(Non-Medical Masks\)](#)

[Guidance document for outdoor recreation in Level 2](#)

The Manual contains information for you to begin to plan your Outdoor Adventures Program. This manual is a guide and a reflection of current information to get you started. Based upon SSNL Participation Nation Outdoor Adventures program, we recommend that as a Community you create a minimum of an 8-week Club. Clubs can be Fall, Winter or Spring and you have the flexibility to have 2 separate registration periods i.e., for Fall and Winter or Winter and Spring.

Each week you gather and educate the participants in an indoor space and then practice those skills in the outdoor space. Please watch together the accompanying video on some skills, have a discussion and while practicing watch your participants confidence soar. As you spend weeks together, you will learn the personalities, abilities, and fitness levels of all participants as a guide for future activities. In weekly progression you are building towards an end of the program hike, or an Adventure Race as a celebratory end to your program. Please allow your participants to decide how they would like to celebrate.

Depending on the age group for your Outdoor Adventures Club as you finish one program and begin a new program you will have repeat participants -ask these participants to demonstrate the skills or lead discussions. Ensure you place experience participants with new participants. Also, consider when participants max out of the age group bring these budding Leaders back as Mentors (Leader in Training).

In future, we will invite you to add to the resource for future editions based upon your practical experiences.

By learning together, we
will strive to provide the
opportunities for enjoyment
in the great outdoors for
all Newfoundlanders and
Labradorians

Every Recreation program including an Outdoor program demands a program plan to ensure participant safety, skill progression, and fun. Below is a list of items to consider before you contemplate starting a program. More details are provided throughout the Manual, and you move from contemplation to planning.

Things to consider when planning your activity:

- Area (location) safety
- Equipment (what will be required for the activities and considering equipment for inclusion and accessibility)
- Time required to complete the activity
- Weather
- Age and ability of participants. Is the activity developmentally appropriate?

Information to collect from participants:

- Do any of your participants require accommodations?
- What is the ability level of your participants?
- Does any of your participants have medical conditions or allergies?

A well-planned excursion reflects a
STRONG PROGRAM
with competent leaders.

Program and activity planning, you want to know the following:

- What is the purpose of the session?
- Who are the participants?
- How can we make each activity inclusive? Or do we need make accommodations for each activity
- What activity (or activities) do the participants want to do?
- Do participants have any special interests based on the terrain or prior knowledge and experiences?
- Will the program take place in the community center site or off-site? Are the off-site locations accessible?
- Will transportation be arranged? Do we need accessible transportation?
- Will Park permit and permission be required ahead of time to use an existing shelter?
- Are food and beverages required? Who will be provide these items? Program or participants?
- What are each of the leader's roles and responsibilities?
- How many additional leaders are required?
- How many leaders are needed for adequate supervision of the group? Is one on one support needed? This will depend on the age and the number of participants, type of activity and location. If the activity is off-site extra supervision may be required.

SAFETY
is a common goal
of many outdoor
education programs

- It is recommended a minimum of 2 adult leaders for groups not exceeding 10 participants, with one having a valid First Aid certification. If the group is mixed gender, we recommend a male and a female leader.
Age group: 5-9 a ratio of 1 Leader to 5 participants.
Age group 12-17: a 1 leader to 7 participants. These recommendations are based on Girl Guides of Canada Safe Guide Resource.
- Is this an overnight trip? Or are you traveling into the back country? If so, a trip plan with expected time of return should be completed and left with a responsible adult known to your organization or your Recreation Department staff.
- Do we need adaptive equipment for persons with a disability? Where can we borrow the equipment?

RISK MANAGEMENT

Risk management and proper planning are crucial to minimizing risk and ensuring the safety of all participants. Preparation will help you lead safe, engaging activities. You need to be aware of all risks of outdoor activity, including traffic, other pedestrians, and the environment.

This Community Outdoor Adventures manual focuses on social skill development. When combined, adventure, risk and challenge offer a powerful agent for personal growth by building self-esteem and confidence. In a team-building situation, these elements may also allow participants to develop trust, leadership, and judgment. However, when using the elements of adventure, risk and challenge, instructors need to ensure that their programs satisfy three important criteria:

1. Activities have identifiable aims and objectives
2. The most appropriate site has been selected to achieve these aims and objectives
3. The planned activity is based on a sound risk management strategy.



Managing Risk

Risk management planning is an attempt to identify hazards of an activity and devise strategies to neutralize or minimize their potential to cause injury to participants. Managing risk in outdoor education hinges on the reduction of the degree of danger to a level considered acceptable to everyday exposure. This aim may be an objective of any outdoor program where risk of injury may occur.

Safety is a paramount consideration; however, it cannot be guaranteed. This is because there are many factors over which little or no control can be exerted (e.g., spraining or twisting an ankle on the un level environment, gear failure, human error, or inclement weather). In most cases, it is more practical to reduce risk than to impose a rigid set of safety standards or safety precautions.

There are 4 main steps to managing of risk in any outdoor education activity.

1. Risk Identification
2. Risk Assessment
3. Risk Reduction
4. Risk Management Plan

These four steps form the basis of a comprehensive Risk Management Strategy. Each of these steps, and the practical application/implementation of these steps are summarized below.

STEP 1 RISK IDENTIFICATION

.... Risk Identification primarily involves the identification of the dangers or hazards that can give rise to risk and thereby cause an incident or accident. Three main factors need to be considered when identifying risks: the participants, the equipment, and the environment. There are also less definable hazards. These hazards are primarily related to the participant's attitude and state of mind. They include complacency, peer pressure, inability to manage stress and distractions. The greater the potential for overlap between these two types of hazards, the greater the potential for an accident to occur. Therefore, risk identification should include the identification of all likely risk combinations (ex. participants/equipment/ environment hazards - potential and likely).

STEP 2 RISK ASSESSMENT

.... To assess the level of risk in an outdoor education program, it will require an evaluation of the amount of risk identified and the likelihood of an incident or accident occurring. This will be based upon the experience of the recreation leader, and/or Adult, knowledge of the proposed site, the activity to be conducted, and the level of confidence/competence of the group.

STEP 3 RISK REDUCTION

.... The aim of risk reduction is to implement a range of strategies that will minimize risks to an acceptable level to prevent accidents from occurring.

Risk Disclosure

Outlining the nature of the activity to participants (and their parents/guardians) is important. Informing participants of their responsibilities and similarly, what is the level of risk of the planned activity? Minimizing the environmental hazards, does not necessary mean that potential equipment and participant hazards are also minimized.

Education

It is important to increase the participant's knowledge about an activity as part of a lead-in program, for example: practice the activity to familiarize the participants with the equipment to be used, or the potential dangers of the location prior to doing the activity. Also, provide a description of the environment where the activity will be conducted.

Know the Participants

Planning some icebreakers and team building activities into the program will give the recreation leaders, some valuable information about the individual participants, as well as a sense for how they work together as a group. Structuring some icebreakers and trust activities into the program will give the recreation leader valuable behavioral cues about individuals within the group and how the group works together.

A good leader must know the group prior to the activity, to ensure the following factors are given appropriate consideration.

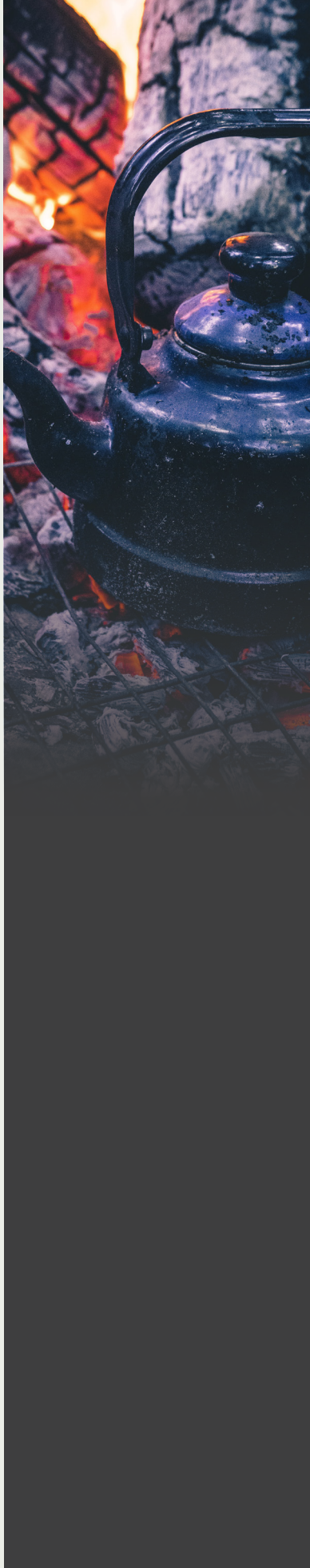
- Choice of site
- Choice of activities
- Sequencing of activities
- Group size, group composition
- Inclusion of all participants. What accommodations for the activity or adaptive equipment is needed for the Participant? The Guardian is the expert on their child so please outline the activity and ask them about their child's abilities.

Equipment selection, inspection, and maintenance

Using CSA or ICS approved gear, maintaining, and ensuring all gear is in good working order, logging the use of gear and discarding it at the appropriate time are good working practices. Each of these strategies are necessary and must be part of a community outdoor explorer's activity.

STEP 4 RISK MANAGEMENT PLANS

... The development of a risk management plan will assist the recreation leader to develop strategies to counter the likelihood of an incident. A risk management plan identifies the undesired events where an accident, injury or loss may occur. Depending on the program, any number of undesired events could be identified. One Recreation Leader needs to act as the Safety Leader to ensure in the event of an accident a plan can be implemented.



EXAMPLE OF A RISK MANAGEMENT PLAN

Activity: Fire Building

Risk Identification: Participants may burn themselves. Other risks may include injury to participant while harvesting wood, potential for fire to spread and cause a forest fire. Other risks may include weather and vegetation and current environmental conditions, the participant age, and skill level in fire building.

Risk Identification and Assessment (inherent and potential) of fire building: Possible injury to participant when harvesting wood, possible injury to participant who falls into the fire, wind conditions and dry vegetation could lead to the fire spreading.

Participants: Size of the group, skill level (knowledge and experience), health and age.

Equipment: Kindling, dry wood, matches or lighter, firestarter (paper, hay, dryer lint, small sticks, water, or snow to extinguish fire).

Environment: Dry conditions, wet conditions, snow conditions, or wind conditions.

Risk Reduction: Prepare the group for a fire safety talk and collectively agree to rules. For example: participants are to sit around a fire, have hair tied away from face, and jackets zipped up or taken off to avoid loose clothing. The potential risk for injury while harvesting wood would be to have an experienced adult do the cutting. Leader also need to research the fire hazard rating for the area to determine if an open fire is permitted. The Department of Fishery, Forestry and Agriculture's link provides daily updates and geographical locations on their Fire Hazard Map <https://www.gov.nl.ca/ffa/public-education/forestry/forest-fires/fire-hazard-map/>

Water bucket near fire and one leader responsible to ensure the fire is out.

For a condensed
RISK MANAGEMENT PLAN
for Activities in the Outdoors
(walks, nature hikes, short day
hikes) please click this link
[Outdoor-Adventures](#)
[Downloadable Forms pdf](#)

PROGRAM FORMS

Activity consent and medical information forms are recommended when offering the program. The 8.5 x 11 version (s) can be downloaded by clicking this link. [Google Forms available for download](#)

The medical form can be filled out with your yearly program registration form but must be updated if the participant's medical file changes throughout the year.

- The registration form accompanying an information letter explaining the program must be used **every time** you take a group outdoors.
- Important: **Both forms must accompany you on every outing.**

Always give your participants a registration form and information letter for the next week at the end of the current outing to bring home. In the case that the next week session will be held at the community centre, a registration form and letter are not necessary as the risk is minimal. However, relaying the pick-up time is important.



IN AN OUTDOOR SETTING

There is a continuum of adaptations that may make it possible for a participant to attend and take part. Each person's needs are different but there are some general hints that can assist in the process. Any outdoor experience begins with the person.

Keep the person
FIRST

Stay participant centered. To complement this approach, use person-first language as this helps build a respectful relationship. This is intrinsically linked to a person-centered model of outdoor practice. Start your planning where you would typically start for an activity and then assess any conditions or barriers that you need to adjust or potentially be prepared to adjust.

Start the process by asking the participant what they want and need to achieve. Often this means presenting them with information and options. Involve them actively in how to proceed. Listen carefully and never assume or take anything for granted.

Then move forward as a team, engaging in the given activity in the manner that best suits the individual, the group, the activity, the outdoor setting, and overall circumstances. Adjust as needed along the way—but never lose the person-centered approach and the active asking and listening process. Then, go have fun outdoors together.

When heading outside with participants with disabilities, there is a five-step continuum of adaptation:

1. The first step is that the participant and/or activity needs no adaptation, and the individual can participate in the program unaided.
2. The second step is that the participant needs guidance or instruction to be able to then participate unaided.
3. The third step is that the participant needs physical, cognitive, sensory, communication, or emotional supports to participate.
4. The fourth step is that with adaptation to the activity, the participant can participate. For example, this could include altering the activity, slowing the pace, changing the rules, or using partnerships where strengths are combined.
5. Finally, the fifth step is when the activity or location requires specialized equipment such as a trail capable wheelchair, adapted canoe paddle with Velcro grip enhancer, or jingly balls that make sounds when thrown.

Please see the Teaching. Rules. Equipment and Environment (TREE) model from CARA below.

<https://caracentre.ie/>



The infographic titled "the tree model" features a stylized tree logo on the left. The tree has a dark blue trunk and branches, with green and blue circular leaves. To the right of the tree, the word "tree" is written vertically in large, green, lowercase letters. Each letter is accompanied by a definition:

- t** **Teaching/ Coaching Style:** you can adapt the way you communicate with the participants
- r** **Rules/Regulations:** you can simplify or change the rules and regulations to make your activities more inclusive
- e** **Equipment:** you can modify the equipment you use so that participants can access your activities
- e** **Environment:** you can adjust where the activities happen and how they are structured to accommodate all ability levels

At the bottom left is the CARA logo, and at the bottom right is the text "sport • inclusion • ireland".

Please notice that specialized equipment only comes into the process at Step Five-in many cases, the need for adaptations and specialized equipment can be reduced through program site and activity selection.

SPECIALIZED EQUIPMENT RESOURCES

If there is a need for specialized equipment, it can often be borrowed from municipal recreation departments or local non-profit organizations such as:

Easter Seals NL Equipment Loan Program

Easter Seals NL offers an equipment loan program to families and participants looking to utilize equipment to participate in outdoor recreational activities. Equipment such as Trail riders, Hippocamp, Ice Sledges, and Snow coach along with others are available for short term loan for any of our Easter Seals families, participants, community groups or schools to loan.

To inquire about available equipment and to book a loan please contact:

Recreation Program Manager

Easter Seals Newfoundland and Labrador

206 Mount Scio Road

St. John's, NL A1B 4L5

Tel: 709 754-1399 ext 230

<https://eastersealsnl.ca/what-we-do/programs/equipment-loan-program/>

OTHER RESOURCES

Cara is a national pan-disability sport organization providing a collaborative and partnership platform to increase sport and physical activity opportunities for people with disabilities across Ireland. Cara has created checklists that will help your organization self-access the accessibility of your outdoor areas and facilities. These resources are free to download.

[Accessibility-and-the-great-outdoors-resources/](#)

Recreation Newfoundland and Labrador

The Recreation and Sport for Persons with a Disability Initiative provides support for persons with a disability to fully participate in recreation and sport activities by building capacity, removing barriers, and developing actions through working with key representatives from the recreation, sport, education, and disability sectors. Recreation NL is the managing partners of the initiative.

[Recreation and Sport for Persons with a Disability Funding Guidelines](#)

GROUP GAMES



GROUP GAMES



Ice breakers, co-operative activities, team building activities, and trust activities are all designed to strengthen and improve group dynamics. For any group to achieve success with implementing community outdoor activities, the recreation leader must take steps to create the appropriate atmosphere for these activities to take place. They must ensure that participants feel very comfortable working with each other in a safe and caring environment.

It is important to note that participants working together on challenges allows them to accept leadership roles from time to time, but still points out the importance of being a co-operative follower so that a group can complete their objectives. Group participants can be good leaders by demonstrating the importance of following. The nature of these activities will move some participants beyond their comfort zone, because the participants perceive there is some degree of personal risk involved. This “perceived risk” heightens awareness and makes these types of activities exciting. For many participants, it helps them to discover new things about themselves and their abilities.

ACCOMMODATIONS FOR PEOPLE WITH A DISABILITY

All participants have the right to enjoy activities with their families and peers. Please consider these accommodation suggestions for persons with a disability.

- Use equipment that is soft and easy to grip for throwing activities i.e., scarves, foam balls, plastic balls with holes.
- For people using wheelchairs, use hand movements and facial expressions instead of leg movements. Ensure adaptive equipment is available when navigating terrain that is not wheelchair accessible.
- For people with visual impairments, partner the individual with a guide when navigating difficult terrain
- Persons with a disability may not be comfortable being blindfolded in areas of difficult terrain. Always ask individuals if they are comfortable wearing a blindfold and allow them to participate without a blindfold if needed.
- If an activity must be modified so that the activity is now unrecognizable, it is best to choose an alternate activity.
- Excluding an individual is never the solution. Choose activities that are inclusive and easily accommodated so everyone involved can participate.

ICE BREAKERS

TOSS A NAME

Equipment:

- A bag full of 15-25 rubber animals and rubber balls (rubber or a soft easy to clean material)

Description:

- Participants stand in a circle 2 metres apart
- To start, pass one object around and ask each participant to shout out their name
- Instruct participants that you want them to change the game slightly; the person holding an object must look across the circle and make eye contact with someone else and call out their name
- To show that the receiver is ready, they will call back with the name of the person holding the object
- Once the communication link is made, toss the object to the receiver (Note: If the receiver doesn't know the name of the "tossers", ask the receiver to shrug their shoulders with their palms facing upward, the tosser will call out to the receiver and say, "My name is ____" and then toss the object)
- If the tosser doesn't know any person in the circle, instruct the tosser to point at someone and shrug their shoulders with their palms facing upward; the receiver will call back with "My name is ____", and then toss the object
- After one or two example tosses are made, pause the game, and tell participants that new objects are about to be introduced into the game; if a participant is tossed an object, they must try their best to get it out of their hands as quickly.
- The instructor will start reaching into the equipment bag and pulling out more objects to put into play. As more objects are tossed out, the instructor must insist that participants get the objects out of their hands quickly
- Shout phrases like "let's try and toss your object faster" while you continue to catch and throw objects for circulation out of the bag. The pace of the game and the noise level (and laughter) will increase as you get more things out

Teaching Cues:

- The objects should be soft enough to consider accidental hits that could take place in the game; keep the objects inside an equipment bag so the participants can't see them (include some strange or funny items if possible)
- The game is designed to be fun and to help people learn each other's names
- Stress the importance of knowing all members of the group to achieve success in future activities, and assist in making all group members feel comfortable and a part of the group

Inclusion Considerations:

- Using an auditory ball(s) will provide opportunities for low vision and/or blind participants.

Ice breakers are very
SIMPLE GAMES
that typically involve
a goal such as
learning the names
of participant(s)

BUMPITY-BUMP-BUMP-BUMP

Equipment:

- None

Description:

- Participants stand in a circle 2 metres apart surrounding 3-4 volunteers in the middle
- The people in the middle all work independently
- The people in the middle walk up to someone on the circle, point straight at them and say one of the following words “ME, YOU, LEFT or RIGHT” followed immediately by the phrase “Bumpity-Bump-Bump-Bump”
- The person who they point to must give the appropriate name before the phrase ‘Bumpity-Bump-Bump-Bump’ is completed (Example: “A” in the middle walks up to “B” on the circle and says “Left, Bumpity-Bump-Bump-Bump”; “B” responds to “A” by shouting the name of the person on his/her left-hand side before “A” is finished saying the phrase “Bumpity-Bump-Bump-Bump”)
- If “B” is unsuccessful in getting the name out in time, (which happens quite a bit) they switch positions with “A”; as “A” and “B” switch positions they must motion to do a high five without touching and introduce each other maintaining 2m of physical distance.
- When “B” takes his/her new position on the circle, they must immediately motion to each other do a high five with the people on their left and right and tell each other their names

Teaching Cues:

- As the game continues, the instructor may wish to ask more people from the circle to move into the middle so that there are more frequent interactions
- After the Activity - Discuss with participants how learning names of participants is key in this game and how it may lead to the development of new friendships and partnerships throughout the program.



TWENTY-ONE

Equipment:

- None

Description:

- Divide the group into two or three groups of 3-9 people
- Each team will select one participant to be the “counter”
- There is no talking during the game apart from counting by the counter
- Each team stands in a circle facing each other with their hands behind their back
- The instructor will shout out “1 – 2 – 3 GO”; each person in the group holds out their hands showing zero to ten fingers, if the total number of fingers together adds up to exactly 21 the team wins the round (or possibly ties if multiple groups get 21)
- If the number of fingers doesn’t equal 21, all participants must put their hands behind their back immediately and wait for the instructor to start a new round; remember there is NO TALKING!

Teaching Cues:

- Play so that one point wins the game or, say, the first team to two points wins; of course, if choosing to play to two points winning, the instructor must change the value trying to be added up to once a team has successfully got the mix to add up to 21 (example, the instructor states your team is now trying to add up to 26 and then starts the round again)
- After the activity highlight how the limitation of not being able to verbally communicate adds to the challenge of this activity. Are you or someone you know hard of hearing? Discuss the challenges those who are deaf or hard of hearing could face when participating in any activity. How can we modify this activity for those who are deaf or hard of hearing?

Variations/Extensions:

- Play “rock, paper, scissors” in groups of three and see if participants display the same move.



DIVERSITY CIRCLE

(Suitable for young children)

Equipment:

- None

Description:

- Participants start in a big circle
- The instructor calls out a statement which attempts to show how people in the group are similar and how they are unique (Example: “Anyone wearing white socks?”)
- Participants wearing white socks move toward the center of the circle shouting as they move “Yeeeeeeaaaaaaahhhhhh White Socks!!!”.

(All shout “white socks” when they meet in the middle and point their fist to the sky while doing the final cheer)

- The group backs up and the instructor calls a new statement (Example: if you own a pet)
- Go back and forth a few times with some common items and some that may be unique (Example: maybe there is only one or two participants in group that plays a musical instrument... call it out to illustrate the diversity of the group)
- The diversity circle can be used to show fun ways in which participants share common bonds
- Total time for activity is about 5-8 minutes

Variations/Extensions:

- The diversity circle can also be a very powerful tool for others to learn more about group members.



HIDE AND SEEK

Equipment:

- None

Risk Management:

- Participants must obey instructions not to hide too far from the person who is seeking
- Participants should use caution when walking and ducking through tree branches to find a hiding spot



Description:

- The ideal location for this game is a small clearing surrounded by a wooded area
- The seeker stands in one spot in the center of the clearing
- As with typical hide and seek, the seeker counts to 20 (standing back on to the players who are hiding) and all other participants go hide
- The seeker turns around but cannot move from this spot to seek out the other participants once the game commences
- The hiders must stay as close to the seeker as possible and be able to always see the seeker (while hiding in the trees)
- The seeker can turn on this spot and try to identify those participants hiding in the woods
- If caught, participants return to the clearing but are not allowed to help the seeker find other participants
- Once the seeker cannot find any others, the seeker raises one hand above their head and hold up a certain number of fingers; turns a full circle to allow everyone to see the number of fingers
- Participants can be caught while they peek to see the number
- Upon lowering their hand, the seeker invites all participants to come out and whisper the number that they saw to the seeker
- The first person caught could be it for the next round or the instructor could select a participant among those that did not identify the number of fingers correctly
- **Teaching Cues:**
- This game is great for a group that has been assembled for a short time and the instructor would like to reinforce name learning for participants

After the Activity:

- Reinforce the importance of listening for safety in the outdoor environment. Participants who do not stay close in this game are more likely to stray from the group and get lost on a major outing

Variations/Extensions:

- While on a hike and once the group becomes familiar with the game, the instructor can secretly arrange for a given participant to be the seeker; at their discretion, they suddenly yell “Hide” and start counting; in response, the group scrambles for a hiding spot

CO-OPERATIVE GAMES

FIND A TREE

Equipment:

- Variety of trees, blindfold (optional participants can close their eyes)

Location:

- Park (area with trees)

Learning:

- Trust, use of senses (direction, touch, and smell)

Description:

- Each player chooses a partner. One partner is blindfolded with a bandana or decide to close their eyes. The other partner will lead the blindfolded partner using a 6-foot rope that each participant will hold on to each end.
- The non-blindfolded partner carefully leads the blindfolded partner to a tree by using both the rope and their voice to give directions. Remember, seeing partner, you are responsible for keeping your partner safe. The blindfolded person then feels the tree with their hands. How does it feel? Try to learn as much as you can about that tree with your sense of touch. Then, smell the tree. How does it smell?
- Now, lead the blindfolded person back to the starting spot. Take off the blindfold. The goal in this nature activity is to find the tree. Use your sense of direction, sense of touch, and sense of smell. Once found, reverse roles and blindfold the other partner.
- You will be surprised how much you will learn in this simple nature activity. Here is a hint to make it more interesting: don't lead the blindfolded person directly to the tree. Walk them towards the left and then right and in a circle for a while to make it more challenging.

Variations/challenge:

- Don't lead the blind person directly to the tree. Walk him or her in circles for a while to make it more challenging.

Cooperative activities may involve small or large groups and are designed to have

PARTICIPANTS WORK TOGETHER

to achieve a simple group goal or to aid in team building.



YOU'RE ONLY SAFE IF

Equipment:

- Natural landscape

One of the great outdoor games for participants is a variation on the game of tag which is called “you’re only safe if.” Depending on the age and experience level of the participants present, certain aspects of the game can be adjusted. If, for instance, none of the participants are familiar with the tree or herb you call out, as the instructor, it helps to introduce some of them to the group ahead of time. It is helpful to play in relatively open areas such as woodland edges, fields, and open forests. Be mindful of hazards, such as poison ivy or bramble patches or whatever other hazards might exist in your area.

Description:

- The instructor calls out various things in the landscape by saying “You’re only safe if...” and then call on a specific herb, rock, tree, or other feature on the landscape. The idea is to encourage them to learn to recognize various things by name, such as big-leaf maple, dandelion, rabbit track, white clover and so forth.
- You give all the participants a moment of time – generally a few seconds – to locate the item in question. The more experienced the participants, the less time they get to find the item.
- Then, the instructor chases the participants with the intent of tagging them before they touch the item in question.
- If the participants touch the item before they are tagged, they are safe. If not, they become one of the “its.” As another tagger they can assist you in chasing the rest of the group.
- The game tends to end quickly when more and more people are tagged and become “its”. It can be helpful to restart the game before everyone has become a tagger.



BEAR SALMON MOSQUITO

Number of People:

- Four or more (best with ten or more)

Equipment:

- Boundary markers (could be branches, bandanas, backpacks, etc.)

Description:

- Arrange the group into two teams.
- Establish a safety zone behind a marked line for each team.
- The two safety zone lines should be parallel, and about 40 feet apart.
- The posture and sound of the bear, salmon, and mosquito must be established before the game begins so that everyone recognizes their stance, and everyone can do it the same.
- Each team forms a circle while being physically distant. They whisper and decide if they want to be a bear, some salmon, or a mosquito.
- Each team then comes up to face the other in two parallel lines close to the center. On the count of three each team then holds their stance of what they chose. Bears put their arms up and growl, salmon put their hands together and mimic swimming, and mosquitos point their index finger from their nose and buzz.
- If both teams chose the same, they start over.
- If one team chooses a creature that would eat the other, that team then chases the other back to their safety zone.
- If someone gets tagged before making it back to safety, they leave their team and join the other. Bear eats salmon, salmon eats mosquito, mosquito eats bear.
- The posture and sound of the bear, salmon, and mosquito must be established before the game begins so that everyone recognizes their stance, and everyone can do it the same.



EVERYBODY UP

Equipment:

- None

Description:

- Start by asking participants to find a partner of similar size who is also in their social bubble. (Ex: friend or family)
- Participants sit down on the ground so that they are sitting back-to-back.
- The participants try to work together so that they can pull themselves to standing at the same time
- If the group is successful, another person is asked to join the group and try the activity with three people: with continued success. For an attempt to be successful, the group must meet the following criteria:
- All hands/arms must not touch each other.

Teaching Cues

- If participants have difficulty, help by advising them to rise and lift at the same time to keep their weight balanced

After the Activity:

- Sympathize with participants that this is a very challenging activity especially as the number of participants increases



TEAM BUILDING ACTIVITIES

BLINDFOLDED WALK/RUN

Equipment:

- 1 blindfold for each pair of participants or they can choose to close their eyes.

Risk Management:

- Participants need to be diligent in staying with their partner and communicating effectively to prevent colliding with obstacles or other participants
- Participants who feel nervous must be allowed to progress slowly throughout this activity
- Do not blindfold a person with a disability.

Activity 1: Blindfolded Walk

Description:

- Participants pair themselves with someone they trust to keep them safe during this activity
- One participant leads the other participants who is blindfolded around the area by use of commands and avoids contacting their partner in any way
- Participants change roles upon command by the instructor

Teaching Cues:

- Demonstrate the types of commands that can be given by choosing a participant and giving instruction such as: walk forward 6 steps, turn left, and keep walking, stop, back up, stop
- Emphasize to participants that they are to keep their partner safe throughout the entire activity

The nature of these activities will move some participants

BEYOND THEIR COMFORT ZONE,

because the participants perceive there is some degree of personal risk involved.

Activity 2: Blindfolded Run

Description:

- Blindfolded participants will be instructed to start a light jog and will be followed by their partner to maintain close enough contact so that verbal instruction can be always heard
- The comfort level of the blindfolded participants will dictate the running speed; sprinting is to be avoided since the risk is too high for collisions

Teaching Cues:

- The instructor needs to emphasize safety and make it clear that horse play is unacceptable

After the Activity:

- Gather participants together by having blindfolded participants lead slowly to the meeting area
- Draw comparisons to this activity with the reality of a person who lives with blindness everyday
- Have participants recognize the reality that visually impaired people face each day and how they need assistance and require trust to lead normal and productive lives

Variations/Extensions:

- If the group works particularly well together, the instructor may introduce an obstacle such as a tree and have participants instruct their partner to sit or even crawl under a chair
- Two participants can be led towards each other and be instructed to shake hands

SURVIVAL SKILLS



SURVIVAL SKILLS

When the recreation leaders are taking participants out for a hike, it is important to explain what to do in case they find themselves lost in the woods. The recreation leader can talk about things such as where to find water, how to figure out what direction you are facing, how to build a fire and how to build a temporary shelter. This section of the manual consists of plenty of information; videos are also included to aid in the education of your participants.

CLOTHING

The type of clothing you are wearing is important no matter what activity you are doing in the outdoors. If you get too warm you can remove a layer and if you get too cold, you can add a layer. Layering your clothing will allow you to make quick adjustments based on your activity and the weather. Follow this 3-layer system and adjust based on your activity, the weather, and the season you are in.

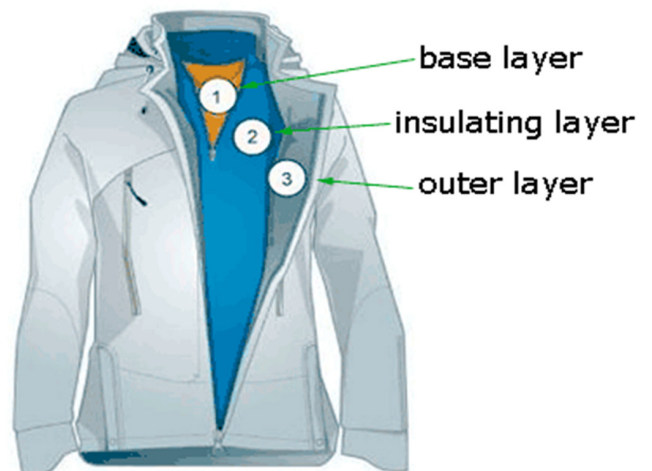
3 Layer System:

- 1) Base layer: is worn next to the skin to wick away moisture. Look for synthetic wicking fabrics like polyester, polypropylene, capilene, polartec, and coolmax.
- 2) Insulating layer: traps in the heat to keep you warm. Popular fabrics for the insulating layer are fleece, wool, synthetics, and down.
- 3) Outer layer: protects against the wind, rain, and snow. The fabric should be waterproof and breathable.

Important Note: *Avoid cotton at all costs! Cotton soaks up water and stays wet, drawing heat away from your body and leaving you cold.*

Ellis Brigham Mountain Sports shares his video summarizing the information. Click the Link [Layering Explained \(The 3 Layer System\)](#)

It is always good to pack or wear clothing that can be layered.



Many of the videos in the manual can be easily found on SSNL Participation Nation YouTube Channel. We recommend you

WATCH THE VIDEOS

with your participants before you head out on your adventures.

Click this link
[Outdoor Adventures Playlist.](#)



Snowy Outdoors has a quick reference video. Click the link [Choosing Your Hiking Sock](#)

FOOTWEAR

The activity you choose will determine what Footwear you should have on your feet.

TYPES OF HIKING BOOTS

Hiking shoes

Low-cut models with flexible midsoles are excellent for day hiking. Some ultralight backpackers may even choose trail-running shoes for long-distance journeys.

Day hiking boots

These range from mid- to high-cut models and are intended for day hikes or short backpacking trips with light loads. They often flex easily and require little break-in time, but they lack the support and durability of stout backpacking boots.

Backpacking boots

These are designed to carry heavier loads on multiday trips deep into the backcountry. Most have a high cut that wraps above the ankles for excellent support. Durable and supportive, with stiffer midsoles than lighter footwear, they are suitable for on- or off-trail travel.

This video from REI Co-op summarizes Hiking Boot Basics. Click this link [How to Choose Hiking Boots](#)

HIKING BOOT FIT

It is very important that your hiking boot and socks are comfortable and suitable for the type of activity you plan to do. Click on this link from Mountain Warehouse for a more detailed explanation.

[How to Fit a Hiking Boot](#)

HIKING SOCKS

With every step, the right socks play a critical role in keeping your feet comfortable and blister-free throughout your journey.

Sock Height: The right height sock protects against abrasion with your footwear. Hiking socks come in different heights, from so short that they don't even show above your shoes to tall enough to nearly touch your knees.

To choose the right height, look at your footwear. The higher the cuffs are on your boots or shoes, the taller you want your socks to be so they can protect your skin from rubbing directly against your footwear.

Cushioning: The amount of cushioning affects comfort and warmth. The amount of cushioning a sock has will give you an idea of how thick the sock is and how warm it will be. The right amount of cushioning for you depends mostly on the types of trips you go on and the weather you expect.

Fabric: Hiking socks are rarely made from a single fabric, but rather from a blend that creates the right balance of comfort, warmth, durability, and fast drying.

Fit: Getting socks that fit right will help keep your feet comfortable on hiking trips. If your socks are too big, they can have wrinkles that will rub and may cause a blister. Too small and they can create pressure points and sock slippage.

To find the right size: It's helpful to know the size of your actual foot rather than your shoe size because sometimes people size-up in shoes.

How socks should fit: When you try socks on, look for a snug, but not overly tight fit. A sock fits properly when the heel cup lines up with the heel of your foot.

BLISTER PREVENTION AND CARE

Blister Care and Prevention

While hiking blisters may form. REI Co-op explains why we get blisters, how to prevent them and what to do when they happen. Click this Video Link [Blister Care and Prevention](#)



FIRE BUILDING

As with all survival skills, practice fire building in a safe, controlled, supervised environment with your participants. That way, you will be better prepared in an emergency

In cold weather, a fire can be important to stay warm and dry. However, even in a survival situation, you should still take the time to build a fire in a way that does not put the environment or yourself at risk.

USING EXISTING FIRE RINGS

The best place to build a fire is within an existing fire ring in a well-placed campsite. Keep the fire small and burning only for the time you are using it. Allow wood to burn completely to ash. Put out fires with water, not dirt. Avoid building fires next to rock outcrops where the black scars will remain for many years.

CREATE YOUR FIRE BED

If you're camping in a more rugged area that lacks fire sites, you'll need to make your own. Select a site away from trees, bushes, and other plant material. Your fire bed should be on bare earth, not grass (especially dead grass). If you cannot find a bare area, make your own by digging and raking away plant material, taking particular care in clearing away all dry plant material. Dry grass, branches, and bark catch fire easily. After you've cleared the area, it's time to make your bed. Gather dirt and place it in the center of your cleared area. Form the dirt into a "platform" about 3-4 inches thick.

TIPS:

- Carry matches in a waterproof case such as, an empty plastic medicine bottle with a tight lid or a re-sealable bag.
- Carry a butane-lighter in a pocket close to your body, so it does not freeze.
- Gather three or four times as much tinder, kindling and fuel wood as you normally would
- Take plenty of time to prepare the fire before lighting it so you don't waste matches.
- SSNL Staff demonstrates building a fire for a **Weekend Boil Up**



TIME TO GATHER YOUR WOOD

You'll need three basic types of materials to build your campfire: tinder, kindling, and fuel wood.

Tinder. Every good campfire starts with good tinder. Tinder catches fire easily but burns fast. Material like dry leaves, dry bark, wood shavings, dry grass, and some fluffy fungi make for good tinder. You can bring your own tinder in the form of dryer lint. Bringing your own tinder is especially important when everything outside is wet.

**YOU CAN'T MOVE
DIRECTLY TO BIG LOGS.**

You'll just smother your little flame.
That's where kindling comes in.

Kindling. Tinder burns fast, so you'll need something with more substance to keep your flame going. Kindling usually consists of small twigs and branches. Go for something that is about the width of a pencil. Like tinder, kindling needs to be dry or else it won't burn as easily. If all you have are wet twigs and branches, try taking away the damp bark.

Fuel wood. Fuel wood is what keeps your fire hot and burning. If your fuel is too big, it's going to take a long time for the wood to catch fire. Look for branches that are about as wide as your wrist or your forearm. Fuel wood does not have to look like the logs you use in your fireplace.

GENERAL TIPS

When gathering wood for a fire, collect wood that snaps and breaks easily. If your wood bends, it's too wet or "green." If you try to make a fire with wet and/or green wood, you'll just get a lot of smoke. Unlike tinder and kindling, fuel wood can be a little damp. The fire will dry it out, but it's still not ideal.

Collect twice as much tinder, kindling, and fuel wood as you think you'll need. You'll be surprised how fast you'll go through tinder and kindling when starting your fire. Unless in a survival situation do not cut down or destroy trees/vegetation to build a fire. Use only trees that are down and dead (these will also be dryer).

Risk Management:
Before lighting any fire have a
BUCKETFUL OF WATER
near your campfire to serve
as a fire extinguisher.

Dry wood
burns the
best.



LAY YOUR FIRE

There are several ways to lay your fire. Here are three of the most common types of lays.

Teepee Fire Lay

- Place your tinder bundle in the middle of your campfire site.
- Above your tinder bundle, form a teepee with some kindling. Leave an opening in your teepee on the side the wind is blowing against. This will ensure that your fire gets the air it needs and will blow the flames onto the kindling.
- Continue adding kindling to the teepee, working your way up to pencil sized twigs.
- Create a larger teepee structure around your kindling teepee with your fuel wood.
- Place a match under your tinder. Because this lay directs the flame up, the flame should rise to the kindling and then on to the fuel wood.
- The teepee structure will eventually fall, and at this point, you can simply add some fuel logs to the fire.



Lean-to Fire Lay

- Stick a long piece of kindling into the ground at about a 30-degree angle. The end of the stick should be pointing into the wind.
- Place a tinder bundle underneath the support stick.
- Place some small pieces of kindling around your tinder nest.
- Lay small pieces of kindling against the piece stuck in the ground. Add another layer with larger pieces of kindling.
- Light the tinder, and watch it burn.



Log Cabin Fire Lay

- Start off by creating a small teepee lay.
- Building this type of fire is like building a log cabin. Get large pieces of fuel wood and place them on opposite sides of the teepee.
- Find smaller pieces of fuel wood and lay them across the first set of fuel wood, parallel on the other sides of the teepee. Just like you would with Lincoln Logs.
- Repeat laying smaller and shorter pieces to form a cabin or pyramid shape.
- Light the tinder and watch it burn.



Preferred Method: Mound Fire

- Construction of a mound fire can be accomplished by using simple tools: a garden trowel, large stuff sack, and a ground cloth or plastic garbage bag. To build this type of fire:
- Collect some mineral soil, sand, or gravel from an already disturbed source. The root hole of a toppled tree or sand from a dry riverbed are possible sources.
- Lay a ground cloth on the fire site and then spread the soil into a circular, flat-topped mound at least 6 inches thick.
- The thickness of the mound is critical to insulate the ground from the heat of the fire. The ground cloth or garbage bag is important only in that it makes cleaning up the fire much easier (you don't want the ground cloth to burn). The circumference of the mound should be larger than the size of the fire to allow for the inevitable spreading of coals. The advantage of the mound fire is that it can be built on flat, exposed rock or on an organic surface such as litter, duff, or grass.



PUTTING OUT YOUR FIRE

The following guidelines will help to ensure that your fire is safely put out when you are done using it.

Start early. Putting out a fire completely takes longer than you think. Start putting out your fire about 20 minutes before you need it to be extinguished

Sprinkle don't pour. Have a bucketful of water near your campfire for safety reasons. When it's time to go, this will serve as your fire extinguisher. Avoid the impulse to pour all the water on the fire. Instead, SPRINKLE as much water as you need to put out the embers (coals) and charcoal.

Stir. As you sprinkle water over the embers, stir them with a stick or shovel. This ensures that all the ashes get wet. When you don't see any steam and don't hear any hissing noises, you will know you're getting close to a completely extinguished fire.

Heat tes. Put the back of your hand near the ashes. If you still feel heat, it's too hot to leave. Keep adding water and stirring.

Dispose the ashes. You don't want to leave the next camper a fire bed full of old ashes. Also, if you had to create your own fire bed, you want to leave the land in the same condition as how you found it. When the ashes have cooled (next day) scoop up the ashes in a bag and spread them out around the campsite.

Patch up your ground. If you made your own fire bed, replace the dirt and sod you dug up.

More information on campfires can be found at the following links:

[KOA Ultimate Guide to Building a Campfire](#) (Text)

[6 Easy Campfires](#) (Video)



KNOT TYING

While there are many different knots, the most versatile and useful knot to know is the Bowline. The Bowline forms a secure loop that will not jam and is easy to tie and untie. The Bowline is most used for forming a fixed loop, large or small at the end of a line, this knot is reliable, strong, and stable. Even after severe tension is applied it is easy to untie.

- Lay the rope across one hand with the free end hanging down.
- Form a small loop in the line in your other hand.
- Bring the free end up to and pass through the eye from the underside (the rabbit comes out of the hole).
- Wrap the line around the standing line and back down through the loop (around the tree and back down the hole).
- Tighten the knot by pulling on free end while holding standing line

Check out this video link from NightHawkInLight [How to Tie the Most Useful Knot a Bowline Knot](#)

Check out these additional video links on Knot Tying:
Nature Reliance [Basics of Knot Tying and The Half Hitch](#)
[Top Five Useful Knots for camping, survival, hiking, and more](#)
Paddles and Hammocks [Knots for Tarp Set-Up](#)



SHELTER BUILDING

Another good survival skill that can be practiced in the program. Participants can be directed to a natural area, ideally with many rocks or sticks, and practice building shelters. Equipment such as a tarp can be used, provided the equipment is something one would bring backpacking. Multiple shelters can be made, such as a lean-to, tent, teepee, one-man shelter, snow shelter, etc. Try teaching the different types of shelters first, and then present a scenario where they must build an appropriate shelter.

THE COCOON

Collect dry debris (leaves, pine needles, bark) from the forest floor, make a pile two or three feet high and longer than you are tall. When you burrow into the pile, you are in a natural sleeping bag that protects against heat loss. Check out this video link from Smooth Gefixt as they build an [Emergency Cocoon Shelter](#)

THE FALLEN TREE

This is the simplest shelter. Find a fallen tree that has enough room under it for you to crawl in. Lean branches against the windward side of the tree (so the wind is blowing into it and not against it) to make a wall. Make the wall thick enough to keep out wind. If you can build a fire on the open side of your shelter, the heat will help keep you warm. Check out this video link from Owl Survival School to [Use a Fallen Tree as Shelter](#)

Remember to

**MAKE YOUR SHELTER NO
BIGGER THAN YOU NEED TO**

fit you and anybody else with you. The bigger the space, the harder it is to keep warm.

THE LEAN-TO

If you find a fallen tree without enough room under it to create the “fallen tree” structure, or if you find a large rock or a small overhang, you can build a simple lean-to. Start by leaning fallen limbs against the object to create a wall. Lean the limbs at an angle to help shield rain, and cover the leaning limbs with leaves, boughs, pine needles, bark or whatever else the forest offers. When you have built a thick wall, you can crawl underneath into your shelter.

Risk Management:

DO NOT LEAVE PARTICIPANTS UNATTENDED

as they do this activity as to ensure they are building the shelter correctly to avoid the snow collapsing upon them.

You can also build a lean-to by placing one end of a long stick across a low limb of a tree and propping up the other end of the stick with two more sticks. Tie the ends of the sticks together with your boot laces or belt. Lean more sticks against the horizontal stick. Then pile leaves and other forest debris against the leaning sticks until you have a wall. Once again, a fire on the open side of the lean-to will add much heat to your “room.” Check out this video link from Survival Lilly [How to Build a Lean-To Shelter](#)

THE A-FRAME

If you can’t make a lean-to, you can make an A-frame shelter. You’ll need two sticks four or five feet long and one stick 10 to 12 feet long. Prop the two shorter sticks up in the shape of the letter A. Prop the longer stick up at the top of the A. Tie the three sticks together where they meet. The three sticks will be in the shape of an A-frame tent with one end collapsed against the ground. Now prop up more sticks against the longer stick, and pile forest debris against the sticks until you have an insulated shelter open at the high end. Check out this video link from Survival Lilly on [Building an A Frame](#)

A TARP

This Tarp can be built using a tarp, a sheet of plastic or blanket, and some rope or cord. Tie a line between two trees. Tie it low to the ground with just enough room for you to lie beneath. Stretch the tarp over the line. Place large rocks or logs on the ends of the tarp to hold it in place with the edges close to the ground. If it’s snowing, tie the line off higher on the trees. Steeper walls will shed snow better. Now you have an emergency tent. Check out this video link from Backpacking TV on [How to Make a Tarp Shelter](#)

QUINZEE BUILDING

Start by piling a mound of snow about 6-8 feet high and at least 9 feet in diameter. This will make a shelter big enough for two people. Make sure you thoroughly mix all layers of snow together as you pile. You can reinforce by packing the snow with shovels or walking on it with snowshoes. Once the mound is made, insert a series of sticks into the mound to a depth of at least 12 inches. Allow the pile to sit for 1-2 hours to refreeze. Start hollowing out the pile by digging a small entrance on the side. Stop digging when you reach the tips of the sticks. This will make the walls even. Be sure to make a small vent hole in the top of the shelter for fresh air. You can use a backpack to act as a door. It’s also a great idea to keep a shovel handy for emergencies. Check out this video link from the Wooded Beardsman on [How to Build a Quinzee or Snow Cave](#)

OUTDOOR ACTIVITIES





CROSS COUNTRY SKIING

REI Co-op is a resource for you group to obtain more information on this great winter activity.

How to Choose Cross-County Ski Gear

What to Wear Cross Country Skiing

Beginner Cross Country Ski Lesson containing the following video demonstrations can be found using this link **from REI co-op**.

- the balance stance
- moving with skis on
- using poles
- diagonal stride
- how to go uphill
- how to go downhill
- how to turn
- how to get up after a fall

If your group does not have skis, you may have a facility or school in your community area that allows the rental of skis for participants that the program can partner with.

SNOWSHOEING

REI Co-op is a resource for you group to obtain more information on snowshoeing in this link **Snowshoes: How to Choose**

Activities while snowshoeing:

- Go on a nature walk – see how many different animals and/or animal tracks you can locate.
- Play snowshoe soccer
- Build a campfire and enjoy a cup of soup.

Don't forget
to bring
binoculars!



INCLUSION TIP

Borrow **a sit ski or adaptive snow sled** for a person with a disability. This can act an alternative equipment for skiing, trekking and snow shoeing.



HIKING ESSENTIALS - FIRST AID

SSNL Participation Nation Outdoor Adventures program recommends the following Medical Kits. SSNL provides each Group with a **Leader First Aid Kit** and four **Participant First Aid Kits**. These can be purchased locally or online. If you would like to build your own, we recommend the following.

PARTICIPANTS FIRST AID KIT	
Alcohol Wipes	Scissors
Benadryl Pills (for allergies if necessary)	Adhesive Tape
Band-Aids	First aid Manual
Medical Tweezers	Personal Medication
Bandage Wrap	Epi-pen (if required)

Leader/Group First Aid Kit	
Band-aids	After bite swabs
Medical Tweezers	Finger splint
Alcohol Wipes	Medical Gloves
Benadryl Pills (for allergies)	Thermometer
Ibuprofen or Acetaminophen	Cotton Balls and Cotton Swabs
Scissors	Irrigation Syringe, cup, or spoon
Adhesive Tape	Duct Tape
Elastic Wrap Bandages	Petroleum Jelly
Eye shield or pad	Mole skin bandages for blisters
Roller gauze	Emergency Contact Info
Soap or Hand Sanitizer	First Aid Manual
Emergency Blanket	

LEAVE NO TRACE

The concept of “Leave No Trace” is guided by seven principles which enable people to make good decision regarding caring for the land and minimizing the impact on the land, while traveling in the backcountry.

PLAN

- Know regulations and special concerns
- Prepare for extreme weather
- Split larger groups into smaller groups to minimize impact
- Minimize waste by repackaging food

TRAVEL AND CAMP ON DURABLE SURFACES

- This includes established trails and campsites, rock, gravel, dry grass, or snow
- Camp at least 70 meters from lakes and streams
- Good campsites are found and not made
- Walk single file in the middle of the trail even when wet or muddy
- Keep campsites small
- In pristine areas, disperse use to prevent the creation of campsites and trails

DISPOSE OF WASTE PROPERLY

- Inspect the campsite for garbage and pack everything out
- Deposit human waste in holes dug 15-20 centimeters deep and at least 70 meters from water sources. Cover and disguise hole when finished
- Pack out toilet paper and hygiene products
- Use biodegradable soap and scatter strained dishwater

LEAVE WHAT YOU FIND

- Examine but don't touch
- Leave rocks, plants, and other natural objects as you find them
- Avoid introducing or transporting non-native species
- Don't build structures (unless in a survival situation), furniture or dig trenches



Pack it in,
pack it out!

MINIMIZE CAMPFIRE IMPACTS

Campfires can cause lasting impacts on the backcountry

Use stoves for cooking

Where fires are permitted, use established fire rings

Keep fires small

Burn all wood and embers and put out campfires completely

RESPECT WILDLIFE

- Observe wildlife from a distance. Do not follow or approach
- Never feed wildlife
- Protect wildlife and your food by storing rations and trash securely
- Avoid wildlife during sensitive times i.e., mating season, while they are eating or engaged with another animal.

BE CONSIDERATE OF OTHERS

- Respect other visitors and protect the quality of their experiences
- Be courteous and yield to others on the trail
- Take breaks and camp away from the trail
- Avoid loud noises and voices

Check out this video link from
SierraDesigns Gear
Food Storage and Protection

TRIP PLAN

As outlined in the beginning of this manual; Trip Plan is being repeated here again to stress the importance. When planning a day hike or an overnight adventure always prepare a trip plan that includes expected time to return and leave a copy with a responsible adult in case your group does not return when expected. A good trip plan will include the following:

- Name, age and gender of participants and leaders
- Any medical conditions of participants and leaders
- Source Adaptive Hiking Equipment i.e., **GRIT Chair and Trail Riders**
- Activity detail: canoeing, hiking, kayaking, etc.
- Travel details: destination, planned route, duration
- Departure and return time and date
- Route ending location
- Method of travel or activity
- Equipment details: number and color of tents, number, and color of vessels (i.e.: canoes)
- Contact information and communication devices
- Type of distress alerting device
- Emergency contact person and numbers
- List of equipment and supplies you are taking such as but not limited to flashlights, signaling whistle, extra clothing, first aid kit, pocketknife, stove, water, food, map and compass, emergency shelter, sun protection

You can also complete an online Trip Plan from **Adventure Smart Online Trip Plan**



AdventureSmart is a national program dedicated to encouraging Canadians and visitors to Canada to “Get informed and go outdoors”. AdventureSmart balances key safety messages with an individual’s responsibility for safety; encouraging the public to obtain the knowledge, skills, and equipment necessary for them to enjoy their outdoor pursuits. By being AdventureSmart, outdoor recreationalist makes informed decisions, reducing the frequency, severity and duration of search and rescue (SAR) incidents. More information on the program can be found here **<https://www.adventuresmart.ca>**

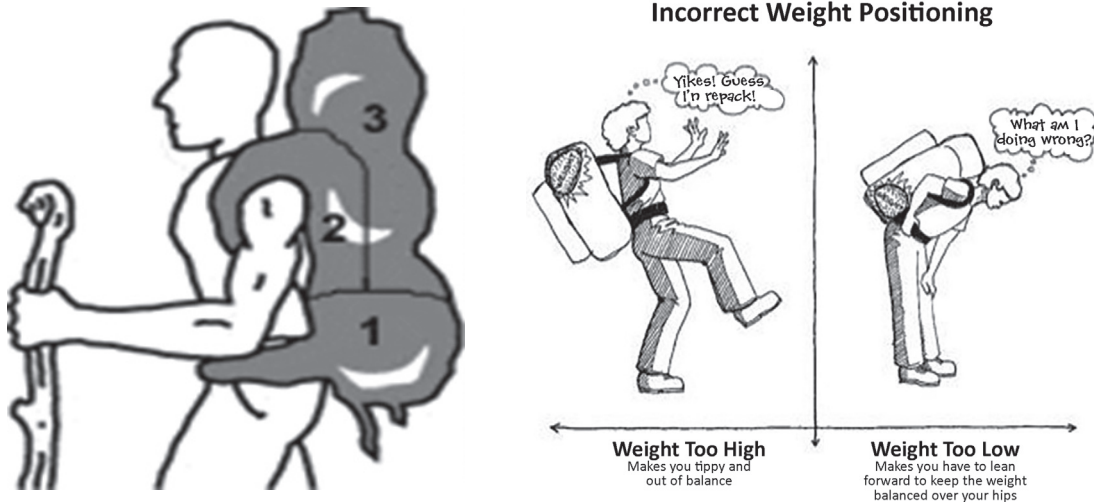
PACKING TIPS

Avoid packing a top heavy or bottom-heavy pack as this will cause you to be pulled back or dragged down. Use the 3-zone method.

Zone 1 – Put light items at the bottom.

Zone 2 – Pack heavy items closest to your back.

Zone 3 – Place medium-weight or bulkier items toward the top or down the front of the pack.



Other things to note when packing:

- It is a good idea to waterproof your gear by putting them in dry sacs, large garbage bag or large Ziploc bags
- Always have items that need to be immediately accessible near the top of the pack
- Keep your food above and away from any fuel, ideally keeping your fuel on the outside of your pack.
- A water bottle with a carabiner can easily be attached to the outside of your pack for easy, regular access



DAY HIKE KIT LIST

Encourage participants to pack lightly, spreading equipment amongst a group.

It is also a good idea to test all equipment to make sure everything is in working order and anything that is broken has time to be fixed before you head out.

The top ten essentials are.

- | | |
|----------------------------|---------------------------------|
| 1. Day Pack (10-15 Liters) | 6. Hiking Boots (socks) |
| 2. Water/Food | 7. Extra Clothing |
| 3. Headlamp | 8. Fire Starter |
| 4. Utility Knife | 9. Whistle/Communication Device |
| 5. Navigation Devices | 10. First Aid Kit |

HAVE A PLAN THAT DOES NOT SOLELY RELY ON MOBILE DEVICES.

As there may not be cell service and device batteries may go dead.

Watch the video [SSNL Staff prepare for their hike.](#)

EMERGENCY/NEEDS	
At least one cellphone	Whistle
Extra cellphone battery charger bank	Water and water purification
Map and compass (ensure someone knows how to use – teach the participants as an activity while hiking)	Heating Packs (for cold weather)
Food (Both Snacks & Meals)	Emergency Blanket
Matches (in waterproof container)	*First Aid Kit (Group)
Utility Knife	
EQUIPMENT	IF COOKING
Backpack (with hip and shoulder straps)	Fuel or wood for Stove/Burner
Garbage Bags	Stove/Burner
Eating Utensils including plate or bowl	
Hiking Poles	Cooking Utensils – pots/pans
CLOTHING	
Raincoat/Shell	Warm Hat
Rain pants	Sun Hat
Socks (anti-wicking or wool)	Pants or Shorts
Warm Under layer/base layer	Gloves/Mitts
Hiking boots	Long sleeve shirt
USEFUL EXTRAS	
Rope	GPS
Binoculars	Notebook
Soap (Biodegradable)	Sandals
Watch/clock	Swimsuit (if swimming)
Change of clothes	Bug Repellant
Hydration Pak	Pen/Pencil

OVERNIGHT HIKE KIT LIST

All participants are to bring the items outlined for the Day Hike plus the following below.

OVERNIGHT ITEMS	
Tent	Pillow
Sleeping Pad	Bug Repellant
Sleeping Bag	
TOILETRIES	
Toiletry Wipes	Biodegradable Soap
Toilet Paper (bag to remove used toilet paper if needed)	Deodorant/Antiperspirant
Feminine Hygiene Products	Brush/Comb
Toothbrush, Toothpaste and Floss	Hand Sanitizer or Biodegradable Soap



HIKING ACTIVITIES



SCAVENGER HUNT

Participants:

- 8-12

Location:

- A large outdoor space like a playground

Description:

- Pair up participants so that they compete as a duo
- Create a checklist of errands participants will need to “run”

Suggested activities:

- Run two laps around the yard; find a twig with four leaves
- Touch the large oak tree in the corner and run around it once in each direction; touch something blue
- Skip a lap around the area
- Do 10 jumping jacks

GEOCACHING

Check out this Video from SSNL Staff [Geocaching 101](#)

Geocaching is an outdoor sporting activity in which the participants use a Global Positioning System (GPS) receiver, or other navigational techniques to hide and seek out containers, called “geocaches” or “caches”, anywhere in the world. A typical cache is the small, waterproof container containing a logbook where the geocacher enters the date they found it and signs it with their established code name. Larger containers such as plastic storage containers (Tupperware or similar) or ammo boxes can also contain items for trading, usually toys or trinkets of little value. Geocaching is often described as a “game of high-tech hide and seek,” sharing many aspects with benchmarking, trigpointing, orienteering, treasure-hunting, letterboxing, and way-marking.

To find where the Geocaches are hidden in your area, check out this link for user friendly instructions from [Recreation NL Geocaching](#)

Be on the hunt for SSNL Participation Nation Geocaches on your adventures.

Check out this video link from SSNL Staff [List of Geocaches across the island](#)

ACTIVITY

Participants can split up into groups with one or more GPSs per group. Participants can use the GPS to find “caches”, waterproof containers containing small trinkets. There may be \one trinket per participant or group, depending on the contents of the geocache. After taking one trinket, participants must replace it with one of their own.

ORIENTEERING

Teach participants how to orient themselves using a map and/or a compass. For extra fun, have orienteering races in local areas. Participants can be provided with a whistle, compass, and map to use to move around an area, where they collect items from checkpoints (or whatever the instructor chooses). Setting up orienteering courses are a great way to teach participants how to use maps. Contact your municipality as there may be orienteering courses already set up in your area. Check out this video link from SSNL Staff on [Orienteering](#).

ACTIVITY

Participants secure a partner and are assigned a pylon. Each group writes the starting point on an index card (ex. Start at Pylon 5). Then they write three sets of instructions on the card. These are the choice of the group members, and they use the compass for this part. Ex. 45 Degrees for 50 feet, 135 Degrees for 90 feet and 20 Degrees for 40 feet. Each set of instructions has a finishing point at a pylon other than where they started. The finishing point for the group is reported to the instructor and the group index card is placed on top of the pylon where the group started. Each group tries the instructions made by the rest of the group.

THE BEGINNER COURSE

The beginner course is the easiest standard orienteering course. It is suitable for adult and teenagers as well as for younger children who have developed the necessary skills. It is usually two to three kilometers long, just about right for a short hike. Control markers on a white course are placed on major features such as trail junctions, streams, buildings, or clearings. Navigation takes place along trails or streams, through fields, or in other simple areas.

LETTERBOXING

More information can be found at: [Letter Boxing Info and/or Watch this video from The Rhode Show](#).

Letterboxing is a growing hobby that combines elements of hiking, treasure hunting and creative expression into an activity that the whole family can enjoy. Participants seek out hidden letterboxes by following clues that are posted on the Internet (see the websites listed below), and then record their discovery in their personal journal with the help of a rubber stamp that is part of the letterbox. In addition, letter boxers have their own personal stamps, which they stamp into the letterbox's logbook. Equipment: at the minimum, you'll need a journal, a rubber stamp, a stamp pad, a pen, or pencil. A compass isn't required but it may be needed to find some clues. Make your own stamp; it can be easily carved with an eraser and an X-acto knife. Or ready-made stamps can be purchased at a dollar or crafts store.

Get a clue! Those 10,000 letterboxes were created and hidden by other letter boxers, and you can find the clues for boxes in your area on the Letterboxing North America website.

Some sites you can find letterboxing clues are at: [Letter boxes in NL](#)
(Pay close attention to the page to ensure the Letter Box is Active)



HEALTHY EATING IN THE OUTDOORS

HEALTHY EATING IN THE OUTDOORS

Enjoying healthy meals and snacks based on Canada's Food Guide while you are engaging in outdoor activities is a great way to ensure everyone has the energy they need to participate and have fun! Healthy meals and snacks include vegetables and fruit, whole grain foods, and protein foods. Participants can be encouraged to bring along their own water, meals, and snacks from home, and not share these items as outlined in the COVID-19 public health guidance.

In this section, you'll find ideas for healthy meals, and snacks that can be prepared at home, as well as meal ideas that can easily be cooked outside over a camping stove, coals, or a campfire.

Please review participant's registration and note any known food allergies. As well verbally inquire with your group members to ensure you have the most updated allergy information.

SNACKS

Snacks are great for relatively shorter outings to maintain energy and blood sugar levels. Here are some healthy grab-and-go snack options that participants can bring from home and require minimal to no preparation:

VEGETABLES AND FRUIT

- Fresh fruit (e.g., apples, bananas, oranges, or another fruit on sale)
- Canned fruit or fruit cups, packed in juice or light syrup
- Frozen fruit
- 100% fruit sauces with no added sugar (e.g., unsweetened apple sauce)
- 100% dried fruit, with no added sugar
- Vegetables (e.g., pepper strips, cherry tomatoes, carrot sticks, etc.)

WHOLE GRAIN FOODS

- Whole grain cereal or granola bars (not chocolate or yogurt-dipped)
- Whole grain crackers
- Whole grain muffins

PROTEIN FOODS

- Unsalted nuts/nut mixes
- Nut butters
- Trail mix made with unsalted nuts and dried fruit (avoid candy ingredients)
- Cheese strings or hard cheese portions
- Yogurt tubes
- Hummus

HYDRATION

Be sure to remind participants to bring along plenty of water for outings to stay hydrated. For a twist on plain tap water, try adding lemon, lime or oranges slices, or herbs like mint or basil!

FOOD SAFETY FOR OUTDOOR ACTIVITIES

Camping and hiking can be the perfect escape to enjoy the beauty nature has to offer. But whether you set out for a few hours or a few days, keep important food safety principles in mind.

KEEP HOT FOODS HOT AND COLD FOODS COLD

- Bacteria multiply rapidly within the “danger zone,” between 40°F and 140°F. Keep foods out of the danger zone by keeping hot foods hot and cold foods cold. This means not only cooking and reheating foods to a safe temperature, but also properly storing foods that require refrigeration. Perishable foods should not be left unrefrigerated for more than two hours, or more than one hour if it’s over 90°F outside. Luckily, with a few simple steps, you can keep food safe even without the luxury of a refrigerator or microwave.

SHORT HIKES

- If you are going out for a short hike, bring along nonperishables or chilled foods. To keep cold foods cold, freeze overnight or cover them with frozen gel packs or frozen juice boxes and bottled water. These frozen beverages will thaw during the hike while keeping your food cold.

OVERNIGHT CAMPING

- If you are camping overnight, cook foods to the proper internal temperature. Pack a food thermometer to ensure foods have reached a safe temperature, because you can’t rely on sight or taste alone to determine doneness.
- Cook burgers made of raw ground beef, pork, lamb, and veal to an internal temperature of 160°F.
- Cook all poultry to a safe minimum internal temperature of 165°F.
- Cook all raw beef, pork, lamb and veal steaks, chops, and roasts to a minimum internal temperature of 145°F. For safety and quality, allow meat to rest for at least three minutes before carving or consuming.

Only eat the cold items if they remain below 40°F. In most circumstances, eat cold foods on the first day. However, if you are car camping (driving to your site) you will have the luxury of being able to bring a cooler. To keep food coldest – and safest – load food straight from the fridge into your cooler just before you leave the house, rather than packing it in advance. And remember, don’t eat any perishable food that has been out of the cooler for more than two hours, or more than one hour in temperatures above 90°F.



MEAL PREPARATION

Bacteria will spread easily in an unclean environment. Bring soap, water, clean towels, and hand sanitizer. Always wash your hands, utensils, and all surfaces before preparing and eating food.

PREVENT CROSS-CONTAMINATION

- Bacteria from raw meat and poultry can easily spread to other foods from dripping juices, hands, or utensils. Avoid cross-contamination by washing your hands before and after handling food and using different platters, cutting boards and utensils for raw and cooked meats, seafood, eggs, and poultry. Double-wrap meat and poultry when transporting in a cooler to prevent raw meat juices from dripping onto other foods.

KEEP DRINKING WATER SAFE

- Don't drink water directly from a lake or stream no matter how clean it looks. Some pathogens thrive in bodies of water and there is no way to tell what is in the water. Bring a full bottle of drinking water and replenish your supply from tested public systems. If that is not possible, purify any water from the wild.
- One way to make water safe is to boil it to kill microorganisms. Bring water to a rolling boil and then boil for at least one minute. If water is muddy, allow it to stand for a while until the silt settles to the bottom. Then boil the clear water off the top. At higher elevations, boil for several minutes because the boiling point of water is lower.
- Another option is water purification tablets and water filters. The purification tablets kill most waterborne bacteria, viruses, and some parasites. Because some parasites and larger bacteria are not killed by purification tablets, also be sure to use a water filter. These water filtering devices must be 1 micron absolute or smaller. Over time, purification tablets lose their potency, so replace them often. Water purification tablets, filters and sanitizing tablets can be purchased at camping supply stores.

ALWAYS CLEAN UP

- Keep food safety tips in mind when washing dishes and cleaning up the campsite. You can buy biodegradable camping soap but use it sparingly and keep it out of fresh bodies of water because it will pollute them. Wash dishes at the campsite, not the water's edge, and make sure all water is purified. As you get ready to leave the campsite, leftover food should be burned or carried out with you. Bring garbage bags to dispose of any trash

MEAL AND SNACK PREPARATION FOR HOME

Great options to prepare meals/snacks ahead of time.

RECIPES

Overnight Oats:

<https://food-guide.canada.ca/en/recipes/classic-overnight-oats/>

Bean Salad:

<https://www.canada.ca/en/health-canada/services/canada-food-guide/tips-healthy-eating/meal-planning-cooking-healthy-choices/recipes/ultimate-mixed-bean-salad.html>

Muffins:

<https://www.canada.ca/en/health-canada/services/canada-food-guide/tips-healthy-eating/meal-planning-cooking-healthy-choices/recipes/flourless-yogurt-muffins.html>

<https://www.canada.ca/en/health-canada/services/canada-food-guide/tips-healthy-eating/meal-planning-cooking-healthy-choices/recipes/energy-boosting-muffins.html>

Granola Bars:

<https://www.canada.ca/en/health-canada/services/canada-food-guide/tips-healthy-eating/meal-planning-cooking-healthy-choices/recipes/no-bake-toasted-oat-granola-bars.html>

Pasta Salad:

<https://www.unlockfood.ca/en/Articles/Child-Toddler-Nutrition/Chicken-Pasta-Salad.aspx>

Mighty Minestrone Soup

<https://food-guide.canada.ca/en/recipes/mighty-minestrone-soup/>

Curried Vegetable Lentil Stew

<https://food-guide.canada.ca/en/recipes/curried-vegetable-lentil-stew/>





OUTDOOR COOKING

Instructors can teach participants on how to cook outdoors using fire, coals, etc. This can be combined with overnight hiking and other activities. Make sure to clean up afterwards. Check out this video link from Base Camp Chris [**Backpack Cooking: Gear That Can Make a Big Difference**](#)

TIN FOIL MEALS ON COALS

Assorted food such as meat and veggies wrapped in foil and cooked over hot coal. Using heavy duty foil and campfire gloves is recommended. Check out this video link from Amandaoutside [**How to make foil packets for camping**](#)

CLASSIC MEAL:

Makes one dinner

Ingredients:

- 1/3 lb. to ½ lb. lean or extra lean ground beef
- ½ Onion, sliced
- 1 Medium Potato, sliced (1/4 inch thick)
- 1 Carrot, sliced (1/4 inch thick)
- Seasoning, such as 1tsp Worcestershire sauce, salt, and pepper
- Any other vegetables you want to add, such as peas, peppers, or corn

Method:

Put the ingredients in the tinfoil and wrap/ seal edges securely so that nothing leaks out. Bury the meal in campfire coals. Cooking time depends on the heat of the coals, approximately 15- 30 minutes or more. Feel free to flip the meal halfway.

FISH AND VEGETABLE DINNER

Method:

- Place one cup of any vegetables you like on a piece of heavy-duty tin foil.
- Lay a fish fillet on top and season with pepper or other herbs of your choice.
- Fold over the foil and crimp the edges.
- Cook over the coals (no need to turn over) or on a grill over a campfire until fish flakes and is cooked through. The Cooking time will depend on the heat of the coals.

STEAK AND VEGGIES

(From Sherwani Chef)

Makes 4 to 5 dinners

Ingredients:

- 1 bell pepper sliced
- 1 onion sliced
- 1 cup baby carrot halved
- 1 lb steak sliced
- 1 zucchini sliced
- 1 teaspoon basil
- 1 teaspoon Italian seasonings
- 1 teaspoon oregano
- Black pepper and salt
- Vegetable oil

Method:

Cut up the veggies and steak, divide and place on top of aluminum foil. Sprinkle seasoning overall. Put the ingredients in the tinfoil and wrap/seal edges securely so that nothing leaks out. Bury the meal in campfire coals. Cooking time depends on the heat of the coals, approximately 15- 30 minutes.

CHICKEN TERIYAKI

(From Montana Camping Guide)

Ingredients:

- Chicken
- Teriyaki Sauce
- Salt & Pepper

Method:

Cut foil to twice the size of a chicken piece and lay a piece of chicken on it so the middle of the foil is against the end of the chicken piece. Salt and pepper the chicken and put 2 tablespoons of teriyaki sauce on it.

Fold over the top of the foil so the ends meet. Make a ½ inch fold with the 2 end pieces, flattening it tight. Keep folding in this manner until the foil package is tight. Do the same with both sides.

Rake out coals from the campfire and put the foil packets on them. Cook for 1 hour, turning every 15 minutes. Make sure chicken is no longer pink on the inside, and that juices run clear. If you have a meat thermometer, make sure the internal temperature of the chicken has reached 85 degrees Celsius (185 degrees Fahrenheit). Be sure there are no flames in the coals, or you will have burned food!

MIX & MATCH TO MAKE YOUR OWN

Ingredients:

- Chicken, fish or lean or extra lean ground beef
- Onion
- Veggies (onion, peppers, carrots, corn, peas, potato, etc.)
- Creamed soups
- Tomato soup
- Seasoning



CABBAGE STEW (By David Sweet)

Ingredients:

- 1 head of cabbage
- 2 pounds new red potatoes
- 1-pound carrots
- 1 cup celery, chopped
- 1 medium onion, chopped
- 2 tablespoons margarine
- 1 smoked sausage
- 1 can sodium-reduced chicken broth
- 1/2 teaspoon thyme
- Salt and pepper

Method:

Melt margarine in a big pot and sauté celery and onions until clear. Add the chicken broth and thyme. Chop the cabbage, potatoes, carrots, and sausage into chunks and add to the pot. Cover with 2-4 cups of water and simmer, stirring occasionally, until the potatoes are tender. Then serve in bowls, add salt and pepper to taste.

IN A POT ONE POT MEALS

Check out this video link from Mit Kappe im Walde [One Pot Pasta with Tuna - Cooking Outside in the Forest](#)

Check out this video link from Davide Travelli [One Pot Pasta: The Best Way to Cook Pasta](#)

Keep cooking simple and reduce pack load by keeping it in a single pot!

CHICKEN CONTINENTAL (From About Camping)

Ingredients:

- 4-6 chicken breast halves, cooked and diced
- 1 small can of mushroom, drained or 1/2-pound fresh mushrooms sliced
- 1 minced garlic clove or 1 tsp. minced garlic from a jar
- 2 tablespoons cooking oil or margarine
- 2 cans sodium-reduced chicken broth
- 1 can green beans, drained or 1/2 bag of frozen green beans
- 1 teaspoon dried basil
- Salt and pepper, to taste
- 3 cups instant rice

Method:

Cut the chicken into bite-size pieces and put into a greased kettle. Stir and cook until nearly done and add the mushrooms and garlic. Sauté until mushrooms are nearly cooked. Add chicken broth, green beans, and seasoning. Bring to a boil and simmer until beans are cooked (if using frozen). Add rice, cover, and remove from heat. Leave covered until rice absorbs broth (about 5 minutes) Serve with crusty bread and butter.

DESSERT - BAKED APPLES

Check out this video link from Woodland Classroom [How to Make Baked Apples \(Campfire Cooking\)](#)

These delicious campfires baked apples have a caramel center created from butter and brown sugar. Fill them with your favorite dried fruits and nuts and throw them on the coals of your campfire!

Ingredients:

- 6 apples
- 3 tbsp. butter, softened
- 3 tbsp. brown sugar
- 1/4 cup raisins or other dried fruit
- 1/4 cup nuts, chopped

Method:

Core a hole in the top of the apple to fill with the mixture but leave the bottom intact. Mix the butter, brown sugar, nuts, and raisins and or dried fruit together and fill the hole in each apple. Double wrap each apple with aluminium foil, making a mark on top so you know which way is up. Place on the coals for 20-25 minutes. Take care when opening.

Note:
You need to leave the bottoms of the apple intact, so the filling doesn't run out. Ask an adult to help you with the coring, as it requires a very sharp knife. You can mix and match any dried fruits you have on hand.

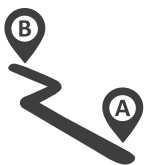
SAMPLE HIKING PLANS





FAMILY OR SMALL GROUP DAY HIKE

PLAN YOUR ROUTE



It's important to do a little research on the route you'd like to take before heading out. Knowing things like length of trail, difficulty rating, location of trail head and end, and things you can expect to come up on (waterfalls, steep sections) will help your planning and preparation. The length will help you determine how much water and snacks to carry. Knowing if the trail is rated as easy, moderate, or difficult will help to identify which areas are suitable to you and your family. If you are trekking with a person with a disability, please contact **local nonprofit groups that loan out adaptive equipment** such as GRIT Chairs and Trail Riders.

PICK YOUR DAY



While spontaneity is encouraged, it is always best to pre plan your day by looking at the weather forecast. Getting caught in torrential rain on a trail isn't fun, but if you know it's calling for light showers on the day you'd like to head out, you can pack a rain jacket.

ALERT FAMILY OR FRIENDS



Once you have your day and route picked, make sure you tell a friend or family member of your plans. Let them know the trail you've chosen, the day you're going, and what time you expect to leave and be back. Be sure to call and let them know you've arrived safely home.

CLOTHING



Knowing the weather forecast will aid you in choosing what to wear. Dressing in layers is always best, as you can adjust to temperature changes by adding or taking off a layer. Light, breathable rain gear is always beneficial to have while hiking in Newfoundland and Labrador. Even if it is very warm, long pants will come in handy if the trail is heavy with brush or grown in. You'll also be thankful for long pants when the flies are thick! Proper footwear is very important. A sturdy hiking boot with ankle support and proper grips will ensure you are comfortable and safe over any terrain. Buffs, hats, mitts, and extra socks are essential items to pack in your bag to ensure you are prepared for weather and temperature changes. Refer to [Clothing](#) for more information on proper clothing and footwear.

PACKING



Your route length, along with the weather forecast play a big role in determining what to pack. For a day hike, you want to ensure you will have plenty of water and nutritious foods with you. Refer to for a list of meal and snack ideas. A map of the area, First-Aid and Emergency Survival packs, and extra clothing are essential items to pack. Distributing your gear, the proper way within your day pack will ensure you remain comfortable throughout your travels. Refer to [Packing Tips](#) for more information on the 10 essential items to pack and how to properly place them in your bag.

ARRIVAL AT TRAIL



When you and your family arrive at the trail head, a nice way to start is with a warmup activity. Do one last check that you have all your gear, and away you go!

DURATION OF HIKE



The scenery, fresh air, and exercise are often stimulating enough to thoroughly enjoy a hike; however, there are lots of activities you can plan for the duration of the hike to add more fun and excitement for you and your family. Pre-planning a scavenger hunt list [Scavenger Hunt](#), assigning each family member a recipe to make and serve [Meal and Snack Prep](#) and checking for [Letterboxing](#) or [Geocaches](#) are fantastic activities you can add to your plan to ensure everyone is engaged and having fun. Be sure to snap lots of photos so you can look back on them later!

RETURN



Upon your return, be sure to contact your friend or family member to let them know you've arrived safely home. Unpack all your gear and layout to dry if necessary. Leaving damp items, food, and muddy clothes in a pack will be the end of your hiking bag. Hang your bag to air out and put away all your gear so you know where to get it the next time you head out. If you used a stove with a fuel canister, make sure to replace it or refill it so it's ready to go for next time.

Taking some time to add your photos and memories to a journal is a great activity to do with your family. All the sites you've seen and the things you've learned will be documented to look back on later.

8 WEEK HIKE

Below is a sample table of an 8-week program. Timing of each activity will depend on Group age and size. If you have children with a disability, please read the **Inclusion** section to ensure you are considering their needs and are planning accordingly.

*Activity Motto:
If one person cannot
do the activity and you
cannot provide the suitable
accommodations, then you
choose a different activity.*

WEEK 1:

PLAN:

- Introduction of Recreation Leaders and Participants.
- Provide water if participants forgot their water bottle.
- Explain what the participants can expect to learn and do. Show them the equipment.
- **Ice Breaker Activities** - outdoors

NEXT WEEK PREPARATION

- Ask the participants to bring an extra shirt, jacket, or a pair of socks they believe would be suitable to wear on a hike

GOAL:

- Making participants feel welcomed
- Reducing participants anxiety

WEEK 2:

Survival Skills

Proper Clothing/Footwear

Cooperative Games and Scavenger Hunt

PLAN:

- Watch video or instruct on and explain **Clothing** (layering) and Footwear based on the seasons of your activities.
- Watch video or instruct on **Blisters and Prevention**
- Be mindful of your audience. Name brands should not be mentioned or endorsed
- Discussion: Based on participants clothing they brought in have them locate the fabric content. Would it be suitable as Layer 1, 2 or 3? Would your Footwear prevent your feet from getting wet? Will the socks you are demonstrating help prevent a heel blister?
- The importance of **Healthy Eating in the Outdoors**
Co-operative Games and **Scavenger Hunt**

NEXT WEEK PREPARATION

- 1-2 km hike return. Permission Slips -confirm drop off location.
- Load Geocaches or locate Letterboxes in your neighbourhood. Or Plan for Orienteering

GOAL:

- Preparing Participants to wear the appropriate clothing for comfort not style.
- Teaching participants about proper Foot care.
- Teaching the participant to learn about the suitability of clothing choice.
- Participants will learn some basic food safety and snack idea.
- Getting your participants to work together in as a Group.
- This 1-2 km hike will help gauge your participant's fitness levels. Choose a relatively flat trail to begin and slowly as weeks progress gradually increase mileage and terrain based upon the age of your participants. The goal is to increase to 4-5 km at program end.

WEEK 3:

Outdoor Activities

PLAN:

- If you have handheld GPS, watch videos or instruct or Explain Geocaching. If not, explain Letterboxing or Orienteering

NEXT WEEK PREPARATION

- Rope Tying – Ask participants to provide Rope if you do not plan to provide it. Show them the type of rope that would be helpful.
- 2-3 km hike return. Permission Slips, confirm drop off and pick up location. Provide a list of things they need to bring.
- Notify participants if they need to bring a snack next week and/or a back pack. Granola Bars recipe.

GOAL:

- Participants interacting in nature and having fun.

WEEK 4:

Survival Skills

Rope Tying

Hiking Essentials

PLAN:

- Watch video or instruct on Knot Tying. Have participants practice.
- Reinforce through a discussion what Knot is best used for.
- Watch video or instruct on Hiking Essentials and Discuss First Aid.
- Participants help pack a knapsack. Packing your knapsack.
- Head out on a Hike with a knapsack. In an area stop and have a snack and rest. Practice Rope Tying.

NEXT WEEK PREPARATION

- Fire Building 1-2 km hike return. Permission Slips for Fire Building and Hike - confirm pick up and drop off and pick up location.
- Notify participants if they need to bring a snack next week. Baked Campfire Apples
- Prepare materials for the fire lay.

GOAL:

- Participants will learn what each knot is suitable for in the outdoors.
- Participants will learn how to pack a backpack and the Hiking Essentials



WEEK 5:

Outdoor Activities Survival Skill

Fire Building

PLAN:

- Watch video or instruct on Fire Building.
- Reinforce Fire Safety
- Demonstrate outside how to lay each of the 4 Fire Lays. Split participants into each group with one Adult between each group. Assign each group a Fire lay. Have participants practice in groups- they do not Lie the fire.
- Have participants dismantle their Fire Lays - and place in their packs.
- Proceed on a hike and 1 km from the start - select a suitable place for participants to reassemble their fire/ light and extinguish the Fire before heading home.
- If you have time a snack can be prepared at home and brought to the fire (see Next Week Preparation above)

NEXT WEEK PREPARATION

- Talk to Participants about what they would like to do as an end of the program celebration. Depending on age of participants you can choose a longer hike and decide to Build a Fire/ cook a meal over the Fire. Some may decide to go Geocaching and have a Fire, invite parents. We suggest a Sat or Sun to provide more time and daylight and if Parents want to participate.
- Shelter Building 2-3 km hike return. In an area suitable for Building a Shelter (location with down trees). Permission Slips for Shelter Building and Hike -c onfirm pick up and drop off and pick up location.

GOAL:

- Participants learn fire building and safety skills.

WEEK 6:

End of Program Celebration

Survival Skills

Shelter Building

PLAN:

- Discuss and decide with the Group what they would like to do for their program celebration. Location, who is invited, planned activities.
- Watch video or instruct on Survival Shelters.
- Proceed on a Hike and once you arrive at a suitable place area Building a Shelter (location with Down Trees) Split participants into each group with one Adult between each group. Assign each group a Shelter to Build with an Adult participant based on age of participants.

GOAL:

- Participants having a voice in the planning of their end of Program activity.
 - Participants Learn Shelter Building.
-

WEEK 7:

Trip Plan

PLAN:

- Engage participants to help Plan the year end celebration. Sample Hike Plan. What skills would they like to perform?
- Discuss Meal Prep.

NEXT WEEK PREPARATION

- Permission forms, Recreation Leaders to do a Trip Plan
-

WEEK 8:

End of Program

PLAN:

- Set your Plan in place and have fun!

GOAL

- Participants building confidence and having fun in the Outdoors.

RESOURCES

AmandaOutside (2020) How to Make Foil Packets for Camping. Retrieved from https://youtu.be/VB_VaT-kZZ4

BackpackingTV (2020). How To Make a Tarp Shelter, Retrieved from <https://youtu.be/t0zTSBL53Ac>

Base Camp Chris (2020) Backpack Cooking: Gear that can make a Big Difference. Retrieved from <https://youtu.be/phQz0UvghaA>

Bon Appetit (2017). One Skillet Steak and Spring Veg with Spicy Mustard. Retrieved from <http://www.bonappetit.com/recipe/one-skillet-steak-and-spring-veg-with-spicy-mustard>.

Boy Scouts of America (2017, July 25). Minimize Campfire Impacts. Retrieved from http://www.scouting.org/scoutsource/BoyScouts/TeachingLeaveNoTrace/035_minimize.aspx

Broken Head Holiday Park (2016) 15 Easy Camping Recipes to Please Picky Eaters. Retrieved from <http://www.brokenheadholidaypark.com.au/4296/15-easy-camping-recipes-to-please-picky-eaters/>

Canadian Prepper (2020) 6 Easy Campfires Everyone Should Know for Survival and Recreation. Retrieved from <https://www.youtube.com/watch?v=Lodpf5SRjDw>

Curtis, R. (2015) Risk Assessment & Safety Management (RASM): The Complete Risk Management Model for Outdoor Programs. Retrieved from <https://www.outdoored.com/articles/risk-assessment-safety-management-rasm-complete-risk-management-model-outdoor-programs>

Davide Travelli (2020) One Pot Pasta: The Best Way to Cook Pasta. Retrieved from <https://youtu.be/uws14TiBGSE>

Ellis Brigham Mountain Sports (2018). Layering Explained (3 Layer System). Retrieved from <https://www.youtube.com/watch?v=eXr2iPeMLfs&t=117s>

Girl Guides of Canada (2020) Safe Guide 2020 Activity Planning and Safety Management. Retrieved from <https://girlguides.ca/WEB/Documents/GGC/volunteers/resources/safe-guide.pdf>

Good Food (2016, August 23) One Pot Potato and Mushroom Curry. Retrieved from <https://www.bbcgoodfood.com/recipes/2027/onepot-mushroom-and-potato-curry>

Kidspot (2017) Baked Campfire Apple Retrieved from <http://www.kidspot.com.au/kitchen/recipes/baked-campfire-apples-1824>

KOA Blog. Ultimate Guide to Building a Campfire
Retrieved from <https://koa.com/blog/how-to-build-the-perfect-campfire/>

McKay & McKay (2019). How to Build a Roaring Campfire. Retrieved from <http://www.artofmanliness.com/2008/09/04/how-to-build-a-roaring-campfire/>

Mit Kappe im Walde (2020) One Pot Pasta with Tuna: Cooking Outside in the Forest. Retrieved from <https://youtu.be/xmoEWmI9g9U>

Montana Camping Guide (2017, May 05) Easy Camping Recipes. Retrieved from <http://www.montana-camping-guide.com/easy-camping-recipes.html>

Mountain Warehouse (2014) How to Fit Hiking Boots. Retrieved from <https://www.youtube.com/watch?v=8U3ITeKAuPE>

Nature Reliance (2014) Top Five Useful Knots for Camping, Survival, Hiking and More. Retrieved from <https://youtu.be/ABIRIz-qxSI>

Nature Reliance (2015) Basics of Knot Tying and the Half Hitch. Retrieved from <https://youtu.be/VHWI6Vk87E>

NightHawkInLight (2011) How to Tie the Most Useful Knot in the World (Bowline). Retrieved from <https://youtu.be/Q9NqGd7464U>

Owl Survival School (2017) Using a Fallen Tree as a Quick Shelter. Retrieved from https://youtu.be/78B_csC3om0

Paddles and Hammocks (2016) Knots for Tarp Set Up. Retrieved from <https://youtu.be/1JAe16HkDms>

Panicucci, J. (2003). Adventure curriculum for physical education: High school. Project Beverly, MA: Adventure Inc.

Parkin & Blades (1998). Risk Management and Outdoor Education: a practical approach to ensuring positive outcomes. Horizons, September 1998, n66, p10-15.

Recreation NL (2021) Recreation & Sport for Persons with a Disability Funding Guidelines. Retrieved from <http://www.recreationnl.com/wp-content/uploads/2021/07/Recreation-Sport-for-Persons-with-a-Disability-Funding-Guidelines-Application.pdf>

REI Co-op (2013). How to Choose Hiking Boots. Retrieved from <https://www.youtube.com/watch?v=OERLnloVYx0&t=9s>

REI Co-op (2016) Blister Prevention & Care. Retrieved from <https://youtu.be/mfZaTHz0wxQ>

REI Co-op (2021) How to Choose Hiking Socks. Retrieved from <https://www.rei.com/learn/expert-advice/backpacking-socks.html>

Rohnke, K. (1984) Silver Bullets: A guide to Initiative Problems, Adventure Games and Trust Activities. Iowa: Kendall/Hunt Publishing Company.

Rohnke & Butler (1995) Quick Silver: Adventure Games, Initiative Problems, Trust activities and A Guide to Effective Leadership Iowa: Kendall/Hunt Publishing Company.

RV Tips (2013) How to Build a Campfire. Retrieved from <https://www.youtube.com/watch?v=4T7b7H63NMA>

School Sports NL (2020) Weekend Boil Up. Retrieved from <https://www.facebook.com/SSNLParticipationNation/videos/550296532524392/>

School Sports NL (2020) What to Pack When Hiking The East Coast Trail. Retrieved from <https://youtu.be/RWaiq05YfjI>

School Sports NL (2020) Orienteering. Retrieved from <https://youtu.be/xPPJNHT-XTY>

School Sports NL (2020) Geocaching 101. Retrieved from <https://youtu.be/sycGA8ijleQ>

SierraDesigns Gear (2017) Food Storage and Protection. Retrieved from <https://youtu.be/7YAiuAuo49Y>

Smooth Gefixt (2018) Surviving a Rainy Autumn Night Without Gear. Retrieved from <https://youtu.be/qKZskbtTMIs>

Snowys Outdoor (2019) How to choose Hiking Socks. Retrieved from <https://www.youtube.com/watch?v=8xwS1VG7hiY>

Survival Lilly (2014) Building a Lean-To-Shelter. Retrieved from <https://youtu.be/9QgLUwkQVLo>

Survival Lilly (2016) Building An A Frame Shelter. Retrieved from https://youtu.be/MD_6SuXPxTM

The Rhode Show (2012) What is Letterboxing? Stamps Treasure Hunting, and Older than Geocaching. Retrieved from <https://youtu.be/AOM9RzrNdHU>

The Wooded Beardsman (2017). How to Build a Quinzee or Snow Cave. Retrieved from <https://youtu.be/R-LHL3HuhUQ>

Tilton, B. (2016, March 16) How to Build a Survival Shelter. Retrieved from <http://boyslife.org/outdoors/3473/taking-shelter/>

Woodland Classroom (2020) How to Make Baked Apples Campfire Cooking. Retrieved from <https://youtu.be/xkmRWwne6Rk>

Equipment

<https://www.flaghouse.ca/Sports/Paddle-Racquet-Sports/Tennis/Balls/Jingle-Bell-Balls---Set-of-6.axd>

