

Outdoor Program Section to the Staff Manual

University of Minnesota Duluth

Recreational Sports Outdoor Program

Table of Contents

WELCOME TO THE OUTDOOR PROGRAM!	1	THE OUTPOST (NEXT TO THOMSON DAM IN CARLTON, MN)	15
MISSION	1	BAGLEY TRAIL SHED	15
GOALS:	1	KAYAK AND CANOE INSTITUTE OFFICE:	15
GOAL I:	1	CLIMBING OFFICE:	15
GOAL II:	2	ENVIRONMENTAL EDUCATION OFFICE:	16
PHILOSOPHY	3	OP REGISTRATION OFFICE:	16
GENERAL POLICIES	5	PURCHASING GUIDELINES & PROCEDURES	16
SAFETY	5	ON-CAMPUS PROCEDURES	16
LIGHTNING.....	6	OFF -CAMPUS PROCEDURES	16
ALCOHOL AND DRUG USE.....	6	BEING A GOOD EDUCATOR	18
OUTDOOR PROGRAM STAFF DISCOUNT	6	LESSON PLANS	18
VEHICLE POLICIES	7	INTRODUCTIONS	20
CELLULAR PHONE USE	8	CONCLUSIONS	21
USE OF HEALTH & LIABILITY FORMS	8	TIPS FOR SUCCESSFUL PROGRAMS AND TEACHING	22
FIELD EMERGENCIES	8		
EVACUATION	9		
EQUIPMENT & OFFICE	12		
STAFF USE OF PROGRAM EQUIPMENT	12		
COMPUTER USE POLICY	13		
MAKING COPIES	13		
RESOURCES.....	13		
OP EQUIPMENT STORAGE	13		
MP4: OP EQUIPMENT STORAGE ROOM ..	13		
POOL STORAGE (NORTH END OF SWIMMING POOL).....	14		
ST. LOUIS BAY AQUATICS CENTER (ON MINNESOTA POINT).....	14		

WELCOME TO THE OUTDOOR PROGRAM!

Mission

The mission of Recreational Sports Outdoor Program:

“RSOP is dedicated to promoting healthy, active lifestyles and connections to the natural world through personal and professional experiences.”

Goals:

The Outdoor Program has a responsibility to provide opportunities that increase people’s understanding of the environment and promote responsible behavior toward the environment. This includes an increased sensory awareness, skills development, understanding of ecological relationships, awareness of environmental issues, and an ability to make informed decisions toward behaviors that effect the environment.

GOAL I:

Provide sound outdoor education programs that result in more responsible behavior toward the natural environment, ourselves, and others.

OBJECTIVES:

A. UNDERSTANDING ECOLOGICAL RELATIONSHIPS

It is through direct and deliberate leadership that a person can gain a greater understanding of the land and the relationships of all parts within. Developing an understanding of ecological relationships is a process that involves acquiring knowledge, experience, awareness, and an appreciation toward the environment. Therefore, in attaining our goals, education about ecological relationships must be deliberately taught in some manner in all programs that are offered throughout the Outdoor Program.

B. PHYSICAL SKILLS DEVELOPMENT

Learning physical skills that are appropriate to the setting enables a person to move more freely through the outdoors. This, in turn, enables the person to become more than self reliant. They are also more comfortable in their setting, thus being able to observe and appreciate the natural

events occurring around them. Physical skills include safety management, leadership, and natural history skills such as identification and minimum impact camping.

C. PERSONAL GROWTH DEVELOPMENT

Self-reliance, self-concept, teamwork, and consideration for relationships with those things around us are all forms of personal growth. As in the above two areas, this area is a process. In order to facilitate this process, the Outdoor Program must provide instruction and leadership in this area. The skills required to help a group of strangers successfully complete a ten day trip in the far north are very similar to the skills required of a classroom teacher to manage their class successfully toward a positive learning experience.

The deliberate effort of combining all three areas above enables the Outdoor Program to enhance the process of personal growth through outdoor experiences.

We believe that outdoor experiences are for everyone, not just the young and adventurous. Ultimately, it is through a comfort with the setting and experience that a person can enjoy the outdoors. It is through this joy that a person can voluntarily begin to behave in a way that is protective and considerate toward the environment.

GOAL II:

Provide professional training and experience for those people who are either going into one of the fields within outdoor education or are currently working in the field.

OBJECTIVES:

A. APPLY EFFECTIVE EDUCATIONAL METHODS

The Outdoor Program provides experiential based opportunities that are designed to help students develop a variety of teaching skills. These methods include:

- a. Understanding safety management and safety systems.
- b. Providing teaching techniques pertinent to outdoor education.
- c. Providing leadership training pertinent to outdoor settings.
- d. Provide teaching opportunities in a variety of settings, including clubs, courses for credit, events, instructor certifications, volunteer & paid instructors positions.

B. DEVELOP AWARENESS OF EDUCATIONAL THEORY

Theoretical foundations in education, outdoor education, and adventure education are essential for the educator to be knowledgeable. We are committed to provide current and historical perspectives on the foundations of our field. This knowledge is essential in maintaining a person's professional perspective in their field.

The UMD Outdoor Program has a responsibility to provide opportunities that increase people’s understanding of the environment and responsible behavior toward the environment. This includes an increased sensory awareness, skills development, understanding of ecological relationships, awareness of environmental issues, and an ability to make informed decisions toward behaviors that effect the environment. Our students should leave the program with an increased skills level and greater awareness of the natural environment through a safe, fun, and environmentally sensitive manner.

Philosophy

People use a variety of skills to experience the outdoors. These skills include Natural and Cultural History skills, Physical skills, and Interpersonal skills. The Outdoor Program believes that it is important to incorporate all of these skills to promote a holistic approach to living and working in the outdoors. More detail on each aspect of the holistic model follows:

1) UNDERSTAND ECOLOGICAL AND CULTURAL RELATIONSHIPS

Education about ecological and cultural phenomenon is one of the primary components of outdoor education. It is through direct learning experiences that a person can gain a greater understanding of the relationships of land and people. This process involves acquiring knowledge, experience, awareness, and an appreciation toward the land.

All programs and events in the O.P. are expected to utilize education about the natural and cultural environment. Whether a person is attending a natural history event, a canoe trip, a rock climbing lesson, or a kayak trip down a local river, the instructor is expected to deliberately educate the students about natural and cultural phenomena during the activity or program.

2) DEVELOP PHYSICAL SKILLS

Learning physical skills that are appropriate to a variety of settings enable a person to move more freely through the outdoors. Through an increased comfort level in the outdoors, the person is able to observe and appreciate the natural events occurring around them. Physical skills include adventure sport abilities, safety management, leadership, and minimum impact camping. Basic skills of hiking, camping, snowshoeing, skiing, etc. also fall within this realm.

Physical skill development is as important as understanding ecological and cultural relationships. If a person cannot comfortably access wild areas, they cannot begin to learn about the natural features of the area.

3) DEVELOP INTERPERSONAL SKILLS

This component covers such areas as personal growth, group dynamics, and facilitating group processes. This area demands unique skills from each person involved because they draw heavily upon life experiences, self awareness, and acceptance of others. These “soft” skills are essential in maintaining a flow of individual growth while at the same time achieving group cohesiveness. Self reliance, self-concept, teamwork, and consideration for relationships with those things around us are all forms of personal growth.

In order to facilitate this process, the Outdoor Program must provide instruction and leadership in this area. The skills required to help a group of strangers successfully complete a ten day trip in the far north are very similar to the skills required of a classroom teacher to manage their class successfully toward a positive learning experience.

This area seems to take the longest to become proficient in, yet is usually the core for the entire Outdoor Education experience. If the event that you are leading does not leave the participant with some sort of personal meaning or feeling toward the experience, then it probably was not successful for that person.

4) INCORPORATE EXPERIENTIAL EDUCATION:

Outdoor education is best learned through direct experience. Outdoor education is considered to be the primary field which uses education which is "experiential", however all education should be experiential toward real life experiences. (Read John Dewey for more on this).

Thus our motto: “The Real Classroom Is Outside: Get Into It!”

GENERAL POLICIES

Policies are only as good as the people that use them. Your judgment is the most effective tool in ensuring quality, safe programs.

Safety

The safety and well being of our participants and ourselves is of utmost importance in each program and trip we offer. Instructor judgment and skills are the key to being proactive in providing the highest level of quality and safety that is appropriate to each situation.

The policies and procedures in this manual are designed to be used by Outdoor Program staff in conjunction with hands-on training and experience. Field policies and procedures are foundations from which to make your best decisions in ever-changing situations. Remember, the responsibility of ensuring safety ultimately rests with you.

Any person functioning in a capacity that implies leadership representing the OP is expected to follow OP policies/procedures.

- Off campus program and trip leaders must have familiarity with their program/trip destination or must have equivalent experience.
- All programs must have a completed and approved Risk Assessment form prior to departure. This must be on-file with Kaija. Leaders must be familiar with the content. You must set a time to go over the Risk Assessment form with Kaija prior to your trip or program departure.
- Camp stoves will not be lit within any building.
- Participants are to wear shoes around camp, on the trail, and when swimming
- No climbing above 2 feet without appropriate climbing gear.
- No whitewater paddling beyond a Class I rapid without appropriate whitewater gear. Expedition behavior sometimes dictates running of Class II-III rapids.
- No technical activity can happen without appropriate gear, and instruction.
- No swimming without a supervisor who is trained as a lifeguard.

- ❑ No cliff jumping – EVER
- ❑ Minimum First Aid Requirements:
 - ❑ On-campus programming: Adult CPR
 - ❑ Off-campus programming that is within 1 hour from Emergency Medical Services: Standard First Aid and Adult CPR
 - ❑ Off-campus programming that is greater than 1 hour from Emergency Medical Services: Emergency First Responder and Professional Rescuer CPR
- ❑ If the instructor is working in or near a water environment, then they must have training in water-based rescue (deep water rescues for sea kayaking, swiftwater rescue for whitewater, open water rescues for flatwater canoeing). Lifeguard Training is also beneficial.
- ❑ All certifications must be current. Exceptions must be pre-approved by the Safety Coordinator. Such an instance might be recently expired card, occasionally a person who is not certified may still assist on a trip provided the senior leader is adequately experienced and certified in the appropriate safety areas.
- ❑ Solo travel is only acceptable when one or more of the following exists:
 1. The participant is within sight of another person.
 2. They are within set physical boundaries established by the leader that are determined to be safe. (Participants should not be able to climb, fall, get lost, or be swimming unsupervised).
 3. A clearly defined evacuation procedure and route has been predetermined before the person begins travel.

LIGHTNING

For all situations where a thunderstorm exists, the 30/30 rule will apply: If there is less than a 30 second interval between the sighting of lightning and the "boom", then you should get your group into a safe location (off water, away from prominent trees, at a lower level, into a vehicle) and wait until 30 minutes after the last flash.

ALCOHOL AND DRUG USE

Alcohol is not allowed on any Outdoor Program sponsored activity unless either of the following apply:

- A University of Minnesota permit has been obtained
- Participants, of legal age, in an activity consume alcohol in a restaurant-type setting 4 or more hours prior to participation in any phase of that activity.

Outdoor Program staff/leaders are not allowed to consume alcohol within 12 hours before or during their course/trip.

Illegal drug use is not allowed at any time!

Outdoor Program Staff Discount

The following are discounts that staff can apply to scheduled activities. In most situations, final approval is needed from the RSOP Director or Associate Director.

- RSOP Professional Staff – if space is available 100%
- Full time student/ non-student staff at the time of the activity 35%
- Significant Others of full-time student/ non-student staff 30%
- Paid Student Staff
 - Courses only 35 - 50%
 - Other (trips.etc) 20%
- Core Staff 20%
- Volunteer Staff (have been involved, actively for at least one semester) 10%
- Director Determined - Subjective based upon circumstance Variable %
- Rescue/Safety Courses – available to all paid & core staff 50%
- ACA Instructor Certifications – available to all paid & core staff 35%

*All programs that are low cost (ten dollars or less) and do not incur direct dollars are free to active volunteer and core staff on a space available basis

The sum total of the discount percentages given out cannot exceed 100% (or 1 space) for a single trip. The discounts are distributed on a first-come, first-served basis.

Vehicle Policies

Randy must check out all van drivers for driving and safety skills before they are allowed to transport passengers. In addition, driving a van with a trailer is much different than with just van alone. Therefore you must be checked out for the following skills: Trailer hook-up, backing up, turning, general handling. In addition, prior to driving passengers, we need to have your driver's license number on file.

- Attending a vehicle and trailer orientation is required before staff will be allowed to drive with participants and/or boats.
- Always inspect the vehicle every time you drive (complete checklist on mileage form). You are responsible for maintaining and driving a safe vehicle
- Never drive when a trailer has non-functional lights, safety chains, or is missing its spare tire.
- Maximum time behind the wheel without a rest period is 3 hours.
- Return the vehicle gassed up and cleaned for the next driver & gas tank must be at least 1/2 full.
- The van schedule is listed on an electronic calendar at Tim's website (<http://www.d.umn.edu/~tbates/>). All users must follow the schedule and be sure to notify van coordinator when using the van on short notice.
- It is mandatory to follow the check out procedure and return all vehicle keys at the conclusion of your program to accommodate the next user.

Cellular Phone Use

All programs & activities must bring along a cell phone in the vehicle (Check out an RSOP phone from Beth or use your own). If there is coverage, you are expected to bring the cell phone on the trail. Avoid personal cell phone conversations during a program or course.

Cell Phone Safety

- Don't use the cell phone while driving a vehicle, pull over.
- Check battery level before you leave to be sure it's fully charged.
- Remember that you may not have coverage at your location.

Use of Health & Liability Forms

Health forms are designed to inform the program leader about the health of each individual participating in a given activity. This will help them make appropriate decisions while on the trail regarding health and safety and to prevent problems from occurring.

Each leader must make it clear to each participant that this information is for his or her benefit if a health, safety, or emergency situation should arise.

- All programs use health forms except: on-campus nature hikes, birding outings, kayak in pool, less than 3 hour outdoor activities, skiing at a lift-served area, and most indoor climbing wall activities.
- Health forms are confidential. They may only be shared between participant, leaders, the Director, consulting physicians, and the participant's doctor. Do not discuss the contents of a health form within earshot of others.
- No other person is to be informed of the information within this form (including addresses and phone numbers). This is the law.
- Instructors need to carry copies of health forms with them on the activity or trip.

Liability forms are used to inform the participant about risks and hazards they may be confronted while being involved in the outdoors. Each leader must verbalize this in addition to explaining the possible risks involved in that particular activity.

- Liability forms are used for all activities except: on-campus nature hikes and seminar based programs. All other programs must use liability forms.

Field emergencies

Always check to make sure you have all proper safety & rescue gear (including a first aid kit) that is in working order before you leave! The following are the basic steps to follow when encountered with an emergency situation while in the field:

- Provide immediate and necessary first aid.
- Consider evacuation - fly in or carry out? (see the following section on evacuation)

- Go to nearest contact point identified on map/ itinerary/ risk form or use the cellular phone or VHF radio by following the procedures that are found with that equipment.
- Initiate Emergency Medical System *if it is clearly needed*. For a lost person, contact your supervisor at UMD first.
 - Dialing 911 - Emergency Medical System - Once you have determined that the Emergency Medical System is clearly needed, be prepared to answer the following questions when you talk to the 911 dispatcher:
 - Your name and exact location (be prepared to give directions and landmarks)
 - If you plan to send someone to meet emergency crews, be able to describe the exact location of the meeting place and time you'll be there
 - The name of the county you're in
 - Your phone number (the cell phone number)
 - The symptoms of the victim and what treatment is being given
- Call UMD following this hierarchy:
 - Kaija Webster - (218) 726-6257 (w)/ (218) 724-3233 (h)/ (218) 349-0466 (c)
 - Randy Carlson - (218) 726-6177 (w)/ (218) 728-5424 (h)/ (218) 391-8134 (c)
 - Tim Bates - (218) 726-8743 (w) - (218) 722-3400 (h)
 - Pat Kohlin – (218) 726-6757 (w) – (218) 590-7350 (c)
 - Mick McComber (218) 726-8868 (w) – 879-0341 (h)
 - Beth Peterson - (218) 726-6533 (w) - (218) 525-3432 (h)
 - Campus Police (218) 726-7000
 - NOTE: It is important to make contact with UMD personnel first to remove the emotional bias toward judgment and decision making. ALSO, if necessary, call COLLECT!
- Complete an “Incident & Near Miss Report Form” as soon as possible and turn in to your supervisor.
- If an RSOP employee is injured, the employee and their supervisor must complete Workers Compensation forms as soon as possible. Details are in the RSOP section of this manual.
- In the event of a fatality or major incident, contact the UMD hierarchy. Maintain support for the group. Do not make efforts to contact the family. Let your supervisors deal with that.

EVACUATION

The determining factor for evacuation centers mostly around mobility and the threat to life and the future health of the victim, as well as the strain on the entire group. If a person has become

injured in such a way that further injury is likely to occur if that person were to continue the trip, then evacuation is necessary.

Often the life threatening injuries need to be taken care of in the field. By the time outside help arrives, the victim should be stabilized. Life threatening injuries where help is immediately required include: heart attack, appendicitis, head injury, abdominal injury, chest injury, and spinal injury. "Immediate" help, in any case, is generally at least 6 hours away and a full day or two is often required to summon help.

In the event an injury happens, stay calm and tend to the victim and to the group. Carefully assess whether or not an evacuation is necessary. An extra hour of preparation will be far more productive than rushing off unprepared. If the victim can be transported by you, plan who will help, who will stay, and precisely what route you will take to reach help. If the victim cannot be moved, decide how you will summon help to the group.

All of your actions must be carefully planned and carried out exactly as planned to minimize further injury or delay. The group must stay close together. Group members should not go swimming, exploring, or participate in any activity which might add confusion and/or injury. This is especially true if the leader is not with the group!

The evacuation method includes:

- Tend to the injuries or illness.
- Brief participants on how to carry out specific emergency procedures (prepare a ready pack, choose a route, set up base camp, etc)
- Based on the nature of the injury, the location of the nearest communication point, and the best route for evacuation, decide whether or not the victim can or should be moved. If the victim can be moved, and medical help is not urgently needed, transport the victim to the nearest communication point or access point for pick-up.
- Call Outdoor Program personnel in the order of the above hierarchy as soon as the communication point is reached.
- No matter what the victim's condition is or the method of evacuation, pin a tag on the clothing of the victim in an obvious place which describes the nature of the injury, treatments used, times, and vital signs (look in the first aid kit for this form).
- If the victim cannot be moved, go to the nearest communication point and contact the Outdoor Program personnel in the order of the hierarchy.
- Wait at the communication point until you have been notified of all the rescue arrangements. Generally, OP professional staff will be the coordinator for evacuation procedures.
- A person who is competent in handling emergencies must always accompany the injured person.

In the event of an air evacuation, instruct the participants on how to signal the aircraft. Do not begin to signal until the aircraft is in sight.

- Three of anything means MAYDAY. Overturned canoes lashed together are effective in canoe country.
- Paddling in circles

- Waving bright objects, such as clothing and tarps.
- Generally, smoky fires are hard to detect from the air.
- When the aircraft lands, instruct the participants to stand back to avoid being struck by a wing tip or propeller.

After the evacuation has been completed, return to the group and decide which route to take to continue the trip.

EQUIPMENT & OFFICE

Staff use of program equipment

Staff members do have use of OP equipment under the following conditions (listed in priority of use):

1. Any program activity has priority over staff personal use at any time. Check the program calendar and equipment staff first, to avoid conflicts.
2. Staff who are directly involved with a specific program are encouraged to use the equipment for that program so they are familiar with the equipment, provided that it is returned in proper condition after each use.
3. Equipment use is encouraged by staff members from different program areas. This usage is encouraged to promote awareness between program areas.
4. Non-program staff can use gear only as a safety back up. That is, we do not want people kayaking or climbing alone. OP gear is not to be used as a convenience for friends/family.
5. To use RSOP equipment, you must be qualified and have permission from the Professional Staff who manage that equipment. This ensures safety and prevents a conflict when equipment is used extensively. **YOU CAN'T JUST TAKE EQUIPMENT!**

Paid Staff and Core Volunteer Staff can use equipment free of charge when it is used for:

- Skills development
- Learning about the equipment
- Exploring OP teaching sites (or reconnaissance of new sites)

Staff must pay a rental fee when:

- Equipment is used for recreation
- Equipment is used for friends (exception: this is free for full time paid staff for Waterfront Tours)

This is not only O.P. policy, they also policy of the University because any University property is considered public (government) owned, thus under strict scrutiny from the public.

The equipment use and rental is based on an honor system. It is your responsibility to ensure that gear is not (and will not be) committed to a program event. It is also your responsibility to get the gear back in working order AND on time.

Computer Use Policy

Personal Use of computers is allowed after 8:00pm Monday-Friday and anytime on Saturday and Sunday. Personal use, anytime, must not preclude business use. Anyone doing personal work must take concession to business needs, always. Personal users shall reimburse the department at the rate of \$.05 per copy when the printer is used for computer printing hard copy.

Making Copies

To develop activity packets and instructional materials and resources you may need to make copies. Procedures for the copy room can be learned from any of the office staff.

Resources

The OP has a large collection of books and equipment which can be used to enhance your program as well as educate yourself. These resources are located in the offices of the Tim, Randy, Pat, and Kaija as well as items stored in MP4. These resources are open and available to all Outdoor Program staff. To use these resources simply sign them out. In Tim's, Kaija's, Pat's, and Randy's office there is a checkout clipboard for you to use. Include your name, phone number, date, and a list of the items in use. RETURN MATERIALS WITHIN 2 WEEKS OF CHECKOUT.

OP Equipment Storage

MP4: OP Equipment Storage Room

This is the OP gear storage room located across the ice rink near the climbing wall.

Here you will find:

- Canned program bins
 - Old back-country ski gear
 - Outdoor climbing gear
 - Some tools and fasteners
 - Catering items
 - Natural history supplies
 - Paper making supplies
 - Games and initiatives equipment
-
- Cabinets are labeled according to their contents. Please keep neat and orderly.
 - Do not disturb items in the trip staging area, they are being prepared for an upcoming trip or inspected after being used.
 - When equipment is returned, you must spend the time to clean it and check it in with the equipment manager.
 - Prior to a trip, check the food shelves for non perishables which you may use for the trip. After a trip, please do not put perishable onto these shelves.
 - Outdoor climbing equipment and first aid supplies are also stored here. However, these items have limited access.

MP4 Checkout Procedures

1. Come to MP4 with a list of the equipment you need for your trip or program.
2. Complete the MP4 Equipment Check-out form as you organize the gear.
3. If you are not taking gear with you right away, place items on the trip "prep shelf".
4. Upon return, put items back in your "prep" area shelf. Hang all tents and tarps on the overhead rack..
 - Wash/clean items in zamboni room with a cooler as a wash basin
 - Wet items should be hung from drying rack overnight,
 - Broken items should be placed in the "To Be Repaired" box with a note explaining what is wrong - also make a note on the pink check-out copy.
 - NOTE: You are responsible for items not returned. Primary staff for each outing will be charged for any item that is missing, damaged, or dirty (count your tent stakes and pot lids!).
5. The equipment manager will check over the Check-out form to make sure all items were returned properly and are clean, dry and functional

Pool Storage (north end of swimming pool)

- This room is for the storage of equipment used in the pool by the Kayak and Canoe Club and some OP activities such as surfing strength and conditioning.
- Completion of the "Club Trip Approval Form" is necessary for all equipment removed from the pool area. The form is available in Randy's office or in the club's file cabinet in the pool cage.
- Contact Randy for details and access.

St. Louis Bay Aquatics Center (on Minnesota Point)

Here you will find:

- All canoe, sea kayak and rafting equipment
- Life jackets
- Paddles (sea kayak and touring canoe)
- Dry bags
- Wet suits
- Paddling jackets
- Completion of the "Aquatic Center Check-out Form" is necessary for all equipment used. The form is available on the workbench in the Aquatic Center.
- It is essential that items are returned to their proper storage area! Wet items should be put on the drying lines with a clothes pin or hanger. Heavy duty hangers must be used for wetsuits. PFD's get zipped before they are placed on the hangers. Organizing the main cage is everyone's responsibility.

- Items that need repair must be placed on the workbench and listed on the repair clipboard.
- All doors MUST be locked whenever the building is left unattended. If you are on the water, lock up. Watch the overhead door to make sure it closes fully before leaving.
- Contact Randy for information and access to this facility.

The Outpost (next to Thomson Dam in Carlton, MN)

- This location is used by all OP departments for instruction and special events. Kayak and canoe instruction is the predominant use. The public is encouraged to visit the building, use the changing rooms, use the boat landing, or enjoy the picnic area.
- A security system monitors the building so specific steps must be taken to disarm the alarm when entering and re-arm when leaving

Here you will find:

- Whitewater kayaks
- Whitewater paddles (kayak & canoe)
- Canoe flotation
- Contact Randy for information and access to this facility.
- River rescue items
- Paddling event supplies
- River paddling accessories
- Books, videos, handouts

Bagley Trail Shed

This shed is for the storage of a variety of natural history and trail maintenance items as well as the snowmobile and ski trail grooming equipment that is associated with Bagley Nature Area. It is located near Oakland Apartments.

Here you will find:

- Van supplies
- Grills
- Trailer hitches
- Ski groomer
- Shovels, wheelbarrow, clippers
- Syrup making supplies
- Some tools
- Ski trail signs
- Ice fishing supplies
- Apple cider maker

Kayak and Canoe Institute Office:

This is Randy Carlson’s Office. Here you will find:

- Maps for BWCA/ SHT/etc.
- Paddling resources
- Past trip files
- Video Camera/Case

Climbing Office:

This is Kaija Webster’s Office. Here you will find:

- Risk Assessment forms (old & new)
- Incident & Near Miss forms
- Climbing resource library
- Safety Resources
- Initiatives resources

ENVIRONMENTAL EDUCATION OFFICE:

This is Tim Bates' Office. Here you will find:

- Natural/ cultural history info
- Lesson plans from past programs
- Bird watching kits
- Map & compass kit
- Environmental education Resources
- Knot tying kits

OP REGISTRATION OFFICE:

This is Beth's office. Here you will find:

- Info on your programs
- Trip registration packets
- Trip cash requests
- Mileage reimbursement
- Office supplies

Purchasing Guidelines & Procedures

- Plan ahead to avoid last minute scrambling
- Plan ahead to consolidate your purchases
- Consult your supervisor prior to making purchases -NO PURCHASES CAN BE MADE WITHOUT YOUR SUPERVISOR'S APPROVAL
- Refer to OP standing Purchase Order Vendor List/ See Beth
- INDICATE PROGRAM'S NAME, DATE, AND BOTH YOUR PRINTED NAME AND SIGNATURE ON ALL RECEIPTS!
- Obtain an itemized cash register receipt for all purchases, then leave receipt(s) in Beth's mailbox

On-Campus Procedures

- Provide charging department with RSOP "chart string" number, available from your supervisor
- Indicate program's name, date AND both your printed name and signature then leave receipt(s) in Beth's mailbox

Off -Campus Procedures

- Shop at vendors on the standing PO list
- If the vendor you need is not on the list, provide Beth with the name, address, phone number item and cost of the purchase and she will provide you with a PO number. THIS PROCESS TAKES AT LEAST 5 DAYS - SO, PLAN AHEAD! (NOTE: Another option is to have Tim, Kaija, or Randy purchase the item with a departmental Master Charge Card - this works well with purchases over the phone)

- At the vendor's checkout, indicate that you are making a PURCHASE ORDER charge for the UMD Outdoor Program, 153 SpHC, 1216 Ordean Ct., Duluth, MN 55812 , 218-726-6533 (FOR PURCHASES AT SUPER ONE FOODS, YOU WILL NEED TO HAVE THE "PURCHASE CARD" THAT YOU CAN GET FROM BETH)
- INDICATE PROGRAM'S NAME, DATE, AND BOTH YOUR PRINTED NAME AND SIGNATURE ON ALL RECEIPTS!
- Leave receipt(s) in Beth's mailbox within one day of purchase
- A program is not completed until receipts and a balanced accounting are submitted to Beth. YOU are responsible for shortages.
- Note: It is essential that All Purchases are planned. Spontaneous purchasing results in duplication and overspending.

BEING A GOOD EDUCATOR

Proper planning is the basis for delivering a quality program. Take the time to prepare.

How To Get Details On Your Programs

(ie. transportation, registration numbers, instructors,...):

1. Go to <http://www.d.umn.edu/~tbates/> and click on “Calendar, Training, Phone Lists...”
2. Click on Programming Calendar if you want info about your program (what vehicle you will be using, co-leaders, registration numbers).
3. If you are only interested in the use of the RSOP van for something other than a program already on the schedule click on “van availability/van schedule”
 - a. You still need to check with the van coordinator to use the van.

Lesson Plans

A lesson plan becomes the roadmap for your lesson. For the same reason we need good maps in navigation, we need good lesson plans for teaching. They both provide an understanding of where you are at and where you are going, if used properly. They even help in providing flexibility in getting to your destination.

Lesson Plan Format

I. Title—Name it! Be creative, draw the reader in!

II. Goals—The big why!

Goals are the general rationale or purpose of what you want to teach. Goals speak to the broad outcome of a lesson. Example: "This lesson will encourage sensory awareness toward natural objects."

III. Objectives - The specific why!

Objectives are the measurable and observable outcomes of your lesson. They are the specific reason/s the lesson is created/used. Example: From this lesson, students will be able to:

- a. Describe five different natural objects.
- b. Write their awareness clearly in a brief essay.
- c. Describe a different object using each of the human senses.
- d. Perform a diagonal stride using full arm & leg extension with correct body lean.

IV. Audience identified - Your students.

- a. Age group
- b. Affiliation, e.g. Boy Scout troop, recreation undergrads, grade 5 class, etc.
- c. Number
- d. What are their learning expectations? (Level, scope, and/or sequence of material to be taught)

V. Duration - Time involved.

- a. How long is the lesson? (preparation included)
- b. How long will it take to get to the site? (travel time)
- c. How long will it take to follow up the field experience or lab experience?

VI. Location - Where?

- a. Where will the lesson be taught?
- b. How will you get there?
- c. Any specific safety concerns?

VII. Content & Methods - The substance of your presentation & how you will teach it.

This is the major portion of your lesson plan. Take time here to lay out your lesson properly and it will pay off during your lesson.

a) Include the information that is readily usable for your presentation (background), the information you want to impart to the students. Content is finding the factual knowledge and blending it into a conceptual plan so that the receiver can make sense of it. That is, learning through personal meaning and building on past experiences. This information must be organized into a usable form for you, the presenter. Further, include additional background information designed to support other educators preparing to use this lesson.

b) Describe, within the content, the methods that will be used to present that information and work toward achievement of the objectives. For example, if you are teaching tree identification, explain how you will teach tree identification and describe the specific activities that might be a part of this (games, role-play, experimentation, demonstration, observation,...). Provide specific directions of procedure to accomplish the planned lesson...Step 1, step 2...part a, part b...

A peer educator should be able to pick up your lesson plan, understand your content and be able to follow your procedural steps to successfully present the lesson.

X. Management and Safety

Depending upon your audience, you will need to consider different things for management of the group and prevention of injuries.

- a. How will you manage the group (keeping the group together, rules, discipline, supervision,...)
- b. What are potential risks at the site you are using with the activities you are conducting? How will you minimize the student's exposure to the risks?

XI. Equipment - What you need!

- a. What equipment or materials will be needed?
- b. List each specific item and quantity.

XII. What is a foul weather alternative?

Strive to avoid simply going indoors in inclement weather. Rather, be prepared to accommodate student comfort and your lesson delivery by protecting your class from weather distractions. For example, provide a clothing list; set up a tarp; bring lanterns; provide extra clothing; Move your learning site to a more sheltered location outside.

XIII. Evaluation - Assessing learning.

Provide a specific plan for assessing learning. Be deliberate about how the learning will be assessed, your tool should help you address the following questions:

- a. How do you know that the lesson was successful?
- b. Were your objectives met?
- c. How were you successful as an instructor?

XIV. Follow up - What's next?

Each lesson should link to the next lesson of a deliberate sequence (scope and sequence) within a broader context. This is especially important for all formal and non-formal educators – lessons are rarely stand-alone, without a connection to other learning.

XV. Reference materials to support your lesson

Introductions

The first 10-15 minutes of a class are exceptionally important. More than any other specific time during class you affect the mood for the entire class. Involve and interest the students now. Their responses during the conclusion begin right here. Following a well-planned introduction your students should be "thirsting" for more!

Basic components of a good introduction

1. **Be positive!** Have a "this class is going to be fantastic!" attitude.

2. **Have a high energy level.** If you expect the students to have a lot of energy and enthusiasm, you should be the example.
3. **Manage students now.** Make sure everyone knows what is expected from them throughout class. Be clear and positive.
4. **Be organized.** A well-prepared introduction should flow from one point to the next smoothly.
5. **Explain who you are and your background.** Go through participant names again if necessary. Begin by saying "On behalf of Recreational Sports Outdoor Program, I would like to welcome you to _____ (name of program). My name is _____ and I will be your leader today..."
6. **Develop rapport with your students.** Learning names and using them is one important aspect of rapport building.
7. **Have a sense of humor and have fun right away.**
8. **Include an overview** of activities the class will include.
9. **Motivate your students** to be involved and interested in class. Your students will walk in to class curious. Capitalize on that "window of interest". Make the class relevant to the
10. **Cover your concepts,** main ideas, right away. What is the purpose of the class?
11. **Connect this class to students' daily lives.** Help the to immediately see the relevancy of what you are teaching.
12. **Assess students' initial knowledge level.** To begin "where the student is at", deliberately assess student knowledge, skill, experience, and interest in the topic.

Conclusions

The conclusion, or the big finale, is just as important as the introduction. It should be dramatic, emphasized and a grabber. You should never skip, smooth-over, or slight a conclusion. After spending time in your class, you and your students deserve a good ending.

Conclusions, just as the introductions, should be well thought-out and organized. Be well prepared and professional. While the introduction entices students into the class itself, the conclusion ties the whole class together. It's the final impression of class, the last thing they hear and the beginning of what they will be thinking about the class when they leave.

Elements of a Good Conclusion

1. Plan time for a conclusion: Great conclusions don't just happen. They're planned, starting with leaving sufficient time before the end of class for a complete conclusion.
2. Review the entire class: Class has probably just completed a great activity. That's what is foremost in everyone's mind. What has happened in the entire class? Stir up memories to set the stage for a conclusion.
3. Tie in the concepts: Everything you did in class was for a purpose, show that purpose in the conclusion. Process information rather than just having students regurgitate it.
4. Make it personal to them: Help them figure out how this class effects of is affected by their daily life. Explore pertinence at home and around the world. For example, how can they conserve water at home after Stream Study class?

5. Involve the students: As a teacher, you need students' input to evaluate their understanding and progress. Let the students do some of the talking, share insights and stories, hopes and dreams.
6. Get feedback: You need to know how you did as an instructor. Ask the students to give insight into what they felt was effective and what could be improved (now they are coaching you).
7. Give information on other upcoming programs that are offered by RSOP.
8. Thank them for their involvement.

Tips For Successful Programs and Teaching

- Make an appointment to pick up registration folder, which lists registered participants.
- If you have a classroom activity, put out the easel with the "Welcome" sign.
- Arrive early - no less than 10 min. before program
- Wear your name-tag and staff shirt, hat, vest, or coat.
- If necessary, collect fees from participants.
- Start on time - this is a tough one because there will always be stragglers. You owe it to the ones who do show up on time to begin no later than 5 min. after the posted start time.
- Keep participants comfortable - be aware of wind, sun, cold,...
- Be safe in all situations. Do not risk participant safety...ever!
- Speak so everyone can hear.
- Involve the entire group - bring everyone into discussions and activities.
- Use a variety of techniques which address differing learning styles.
- Return on time ! This is a cardinal rule unless everyone in the group agrees on a later return time.
- Evaluate the program with the participants. The evaluation form is in the activity folder. Be sure to allow adequate time for completing the evaluations
- Remind participants about upcoming programs. This sparks interest and maintains word of mouth publicity.
- Return registration folder, evaluations, and van keys.
- Return all equipment so it is ready for the next program.
- Use your attitude, body language, and spoken language to send the message that learning is enjoyable and worthwhile.
- Teach Appropriate Topics at Appropriate Times

- i. People learn best when their basic needs are met, make sure people are not feeling threatened or unsafe (physically or emotionally) or un-sure of what will happen. That is, use "perceived risk" properly
 - ii. Choose or alter the "classroom" environment to support learning
- Give the group time for bathroom breaks or just breaks to move around a bit if needed