



wilderness

HIKING

Course

Trainer's Notebook



Materials supplied by Girl Scouts San Diego volunteers

Wilderness Hiking Course

Girl Scout Trainer's Notebook



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Additional Trainer Resources (located in Trainer's Google Drive)

- A. WHC Training Handbook
- B. WHC Visual Aids+.pptx
- C. WHC Presentation PDF.pdf
- D. WHC Presentation KKH.pptx
- E. WHC_15 Minutes of Fame News Articles.pdf
- F. WHC Boot Jeopardy
- G. Girl Scout Backpacking Nuts and Bolts
- H. REI web site: www.rei.com/expertadvice

Wilderness Hiking Course

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I. The Wilderness Hiking Course

The Wilderness Hiking Course (WHC) is designed to teach girls and adults the essential skills and knowledge necessary for wilderness exploration on day hikes.

Description: WHC is Girl Scouts San Diego's one-day foundation course for all levels of hiking and backpacking adventures.

Purpose: Our goal is to give girls and adults the skills and knowledge necessary to day hike safely, whether it's an afternoon jaunt in Mission Trails or spending a full day exploring Yosemite's wilderness. Information learned in this course provides the foundation for other outdoor skills. WHC is the first class in the progression to basic backpacking and advanced backpacking courses.

Girl Objectives: We'll deliver the basic outdoor skills and knowledge to hike safely, and encourage development of self-reliance, self-responsibility, independence and good judgment. Hiking and backpacking is where we *really* can develop courage, confidence and character, and provide girls with the ultimate outdoor leadership experience.

Adult Objectives: We'll deliver the same outdoor skills and knowledge, plus the skills to lead girls in the wilderness. Adults will learn Girl Scout hiking protocol, and how to encourage girls to lead, take charge, and be self-sufficient and safe.

II. Program Culture and Training Expectations

Program Culture

- **The Girl Scout Leadership Experience**—actively promoting a girl-led experience, without compromising the quality of knowledge and skills taught in the class
- **Safety and Prevention**—understanding that our skills and knowledge allow us to be proactive and safe
- **Independence**—promoting independence and self-sufficiency in our girls
- **The Wilderness and Leave No Trace Ethics**—our promise to watch out for our fellow hikers as well as the wilderness we travel through
- **Progression**—laying a foundation for the Basic Backpacking Course

Training Expectations

Overview

- Deliver accurate information
- Promote safety and prevention
- Be engaging
- Design interactive sessions
- Respect trainees' intelligence and experience

- Link lessons to backpacking skills
- Support other trainers

Deliver Accurate Information

It is essential that the information we deliver in our program is accurate, current and thoroughly researched. Consider your knowledge a legacy: you are passing along information that will keep our trainees safe far into the future as they take our skills and knowledge into the wilderness on their own adventures. Take your topic research seriously. Show an openness to discussing new technologies and emerging approaches as they relate their use back to the program purpose and protocols

Promote Safety and Prevention

Our program begins and ends with safety first, and prevention is the key. Please emphasize safety and prevention as it applies to your topic.

Be Engaging

Remember that it's the weekend, and the girls/adults have been in school or at work all week long. They don't need a lecture!

Avoid using notes, if possible. An occasional glance at an outline will help keep you on track so you don't lose your thread or forget to mention something.

Be confident! You know your stuff, so just tell it to the crowd like you are telling a friend.

Stay focused. Taking a conversational bird walk will confuse and frustrate your listeners.

Do your homework. If you are well-researched on your topic, you will sound knowledgeable. Do a practice run-through of your topic out loud so you can identify areas where you are less secure, or where you might get side-tracked.

Stay within your time limit.

Design Interactive Sessions

Class evaluations have shown repeatedly that trainees love interactive sessions and don't like sitting and listening. Get them out of their chairs every chance you get.

Find a way to get your trainees involved: relays, asking questions, help with props, visual aids they can touch, lots of activities.

Respect Trainees' Intelligence and Experience

Many of our trainees arrive with previous experience in the outdoors, and we need to respect that.

Please remember, too, that while they may know a lot, there's always more they can learn.

People want to feel like their knowledge is being respected.

Don't ever patronize. No one wants to feel like they've been sent back to first grade.

While there are many ways to hike, we're presenting our curriculum under the Girl Scout banner — this is how Girl Scouts hike. They are free to take our information and personalize it.

If you don't know the answer to a question, just say so. Don't ever fake it; just tell them you'll get back to them with the answer.

Sometimes a trainee will throw out a 'fact' that is quirky or erroneous. The best approach is to say, 'In Girl Scouts, we teach....' or 'Actually, the current protocol is' (but you must back it up with well-grounded facts or references.) Or, 'you are welcome to pack 3 pairs of socks on a day hike; it's certainly an option.' Be gracious, and don't get in a tug-o'-war.

Link Lessons to Backpacking Skills

Since Wilderness Hiking is a prerequisite for the Basic Backpacking Course, we want to ensure that our trainees see how the information and skills progress to the next level. Whether it is gear, skills, or knowledge you are presenting, please point out the application to backpacking.

Daypacks/boots/clothes/trekking poles/kits/10 Essentials—gear with a future in backpacking (keep it lightweight).

Maps, compass, prevention, first aid, key risks and concerns—skills needed—and extended—when backpacking.

Trail dangers, trail travel (LNT), staying found and getting lost—knowledge that will be applied—and extended — backpacking.

Support Fellow Trainers

Remember that your lead trainer will prompt you if necessary, help you out of all jams and back you up in every way.

Listen to all topics so that you can prompt/help, if necessary.

Careful not to add so many tidbits to another's topic that the time gets away from us.

Help with class set-up, and assist with others' topics as needed. Help clean up as we go.

Avoid side conversations that distract from the training. Go outside if you need to talk.

Find out what else you can do to help, from assisting with desk registration, to passing out handouts and compasses, to setting up props for upcoming topics.

Look after your fellow trainer, just like you would on the trail.

III. Council Roles and Responsibilities

Overview

A team of staff and volunteers work together to deliver all aspects of the Wilderness Hiking Course. Below are the roles and the responsibilities of each.

Council Trainer/Lead Trainer—You. The individual who is ultimately responsible for the class, the outcomes, the quality and accuracy of information being taught to your trainees. You are responsible for the safety, health and welfare of the entire group, including adult and youth leaders.

Council Staff—Girl Scouts San Diego staff support the program in a variety of ways. A specialist is typically assigned to manage the volunteers and support the program operations. Several administrative staff support registration, printing and marketing, send confirmation to participants, support room reservations and keys, provide access to supplies and equipment, and manage documents associated with the program.

Youth Leaders—These young women are the face of our program. They have completed Basic Backpacking and provide the best example of how our program develops young women adventurers into phenomenal leaders. They teach, train, lead and serve very much as the adult leaders do, except *they are minors*. They need your back-up, encouragement and unfailing support as they learn to public speak effectively in front of their peers and adults.

Adult Leaders—The adults who have completed Basic Backpacking, and who assist you in training. The more experienced of these will take on more important roles than simply teaching and supervising. They will manage your sign-in, collect forms and analyze health history forms for and noteworthy illness/injury.

Backpack Program Mentor-Trainer—Adults who have been trainers in the program for many years are partnered with new adult trainers during their learning process, including their first classes and trips. This relationship is designed to support the development of new trainers, convey the program's standards of excellence, and provide support and counsel.

Wilderness Hiking Course Curriculum

These key topics and outcomes must be completed in your one-day class. Topics may be covered in the class, or on the trail. Page numbers correspond to pages in Wilderness Hiking Course: Training Handbook, Girl Scouts San Diego (PGO-0021 2/13/17).

A. Overview

- **10 + 2 Essentials**
 - Ability to name essentials by category: To find your way, In an emergency, For your protection, +2
- **Boots**
 - Components (soles and uppers)
 - Boot fitting tips
 - Inserts and waterproofing
 - How and where to get a good fit
 - Be thrifty: by less expensive boots for growing feet, put the money into the socks
- **Socks**
 - No cotton
 - Wool and alternatives
 - Liners
- **Hiking Clothes**
 - No cotton
 - Layering system
 - Fabric options
 - Vocabulary: wicking, breathable, layering
 - Be thrifty: utilizing PE/sports clothes already in the closet, thrift/low-cost stores, etc.
- **Daypacks and Kits**
 - What makes an appropriate daypack
 - Packing with kits
 - Kit Elements
 - Make kits activity (Hygiene, First Aid, Emergency)
 - Add High Adventure Health History form to participant's first aid kit and explain why
- **Hiking Hygiene**
 - Where to go
 - How to do your business and manage trash
 - Leave No Trace applications (away from water sources, pack out trash, etc.)
 - That time of the month
 - Safety – buddy system, importance of washing up afterwards
- **Topographic Maps (“Topos”)**

- Understanding contour lines, colors, compass points, and features
- Learning to visualize terrain
- Reviewing and understanding your hike while still at home
- LNT – Plan Ahead and Prepare
- **Compass**
 - Parts of a compass
 - Taking a bearing (“red in the shed” to find N, S, E, W)
 - Adjusting map to magnetic north
- **Injury Prevention**
 - Value of being in shape, checking in with a doctor, acknowledging old injuries
 - Value of paying attention and good judgment
 - Learning to evaluate Key Risks and Concerns
 - Understanding the importance of Health History review
 - Why girls carry their own meds
 - Trekking poles and the role they play
- **First Aid: Blisters**
 - Cause
 - Prevention
 - Treatment
- **First Aid: Tick bites**
 - Concern: Lyme Disease
 - Prevention
 - Treatment
- **First Aid: Snake bites**
 - Concern: rattlesnakes
 - Prevention
 - Treatment
- **First Aid: Hypothermia**
 - What it is
 - Prevention
 - Signs and symptoms
 - Treatment
- **First Aid: Dehydration**
 - What it is
 - Prevention
 - Signs and symptoms
 - Treatment
- **First Aid: Heat exhaustion and heat stroke**
 - What they are, and how they differ
 - Prevention
 - Signs and symptoms
 - Treatment
- **First Aid: Altitude Sickness**
 - What it is
 - Prevention
 - Signs and Symptoms
 - Treatment
- **Nutrition**
 - Understanding food equals fuel
 - Value of carbohydrates, fats, protein

- What to pack for a day hike
- **Trail Dangers**
 - Mountain lions, black bears, snakes, poison oak, lightning, 'distracted walking', stranger danger
 - For each trail danger – an understanding of concern, prevention and/or what to do if there's an encounter
- **Trail Travel**
 - Leave No Trace ethic
 - Rights of way (horses, bicyclists, hikers)
 - Stay on trails
 - Leave what you find
 - Respect wildlife
 - Wilderness Ethic among hikers
- **Safety Devices**
 - Pros and cons of emergency devices: Personal Locator Beacons (PLBs) and satellite messengers (e.g. SPOT, Garmin), cell phones
- **Lost and Found**
 - How to stay found
 - In-town contact
 - Stay with your group
 - Always regroup at trail junctions
 - Review the map before you hike
 - Thumb the map while you hike
 - Trail signs
 - What to do if you get lost
 - Important DON'Ts
- **Map Resources**
 - Online and offline map apps, pros and cons, and usage

B. Instructional Guide

WELCOME

Goal: Establish a comfortable and effective learning environment. Introduce program culture and themes.

Overview:

- Introductions
- Skill level poll
- Trainer/trainee expectations
- 3 program themes
- Housekeeping

Introductions:

Trainer and Adult/Youth Leaders self-introduce, or Match-Up game

Match-up Game: Upon arrival, participants are given a clue to identify one trainer/leader. When class starts, each person introduces the others. Could incorporate Skill Level Poll.

Skill Level Poll:

Determine level of participants: how many have previously hiked, backpacked; some or a lot? Allows lead trainer to acknowledge levels of ability in class, assure experienced hikers that they haven't gone back to first grade, and launch into class expectations.

Expectations:

Our overall goal is to deliver all the skills and knowledge necessary to day hike safely, and provide a foundation for the basic backpack training.

For beginners: we'll deliver a strong foundation of skills and knowledge

For intermediates: we'll augment skills and knowledge with Girl Scout standards

For advanced: We'll connect skills and knowledge with Girl Scout ideals

All: Promote girl self-sufficiency, decision making and leadership

3 Program Themes:

- **The Girl Scout Leadership Experience**

- **Outcomes:** Strong sense of self, positive values, challenge seeking, healthy relationships, community problem solving

- **Separation of Girls and Adults:**

The reason we separate girls from adults during trainings is to emphasize the importance of girl independence, self-sufficiency, and developing confidence. We want our girls in the take-charge position so they can develop excellent decision-making skills and learn the crucial importance of self-responsibility in the wilderness. Ultimately, we hope girls and their parents spend countless blissful days hiking and backpacking together.

- **Progression**—Laying a foundation for the Basic Backpacking Course

- **Safety and Prevention**—understanding that our skills and knowledge allow us to be proactive and safe
- **The Wilderness and Leave No Trace Ethics**—our promise to watch out for our fellow hikers as well as the wilderness we travel through

Housekeeping:

Electronics—please go to airplane mode during class and hike sessions

Bathrooms

Breaks

Amenities (refrigerator, water, picture boards)

Handouts

10 + 2 ESSENTIALS

Training Handbook Page 5

Topic Inventory:

Tubs w/ 10 + 2 Essentials and decoys

Empty tubs for retrieval

10 Essentials Handout

Goal: Trainees will be able to easily list 10 + 2 Essentials using the three categories

Overview:

- Brief history
- Relay race
- Itemize and explain
- Repeat

Brief History

In the 1930s, the Mountaineers, a Seattle-based hiking, climbing and conservation organization, came up with a list of 10 essential items that no climber/hiker should be without. Experience rescuing others taught them that if hikers would simply carry these 10 Essentials, they would be able to survive backcountry emergencies until help arrived.

Girl Scouts: We've added 2 Essentials that we also think you should have.

Relay Race

Equipment: 2 (or 3) dish tubs filled with 10 + 2 Essentials and several decoys
2 (or 3) empty tubs

Game: Divide trainees into 2 (or 3) teams of 12 or less. Separate girls from adults. Line up. Explain rules. Each team member runs down to full tub, selects one of the 10 + 2 Essentials, and returns to place the item in their team's empty tub. Each team member gets at least one chance to put an Essential in their tub, and each team gets a couple shots at exchanging an item in their tub that they think isn't a 10 + 2 Essential.

Itemize and Explain

To Find Your Way:

- Map (topo; and, the ability to read it)
- Compass (baseplate; and, the ability to use it)
- Flashlight (and spare batteries)

In An Emergency:

- Knife (folding, small, with scissors)
- 1st aid kit
- Water-proof matches (Strike-anywhere in zip top bag; lighter)
- Fire starter (fire sticks, or small candle)

For Your Protection:

- Sun protection (hat, sunglasses, sunscreen and lip block)
- Cold protection (as the weather demands: fleece sweater, jacket, gloves, beanie, waterproof jacket/poncho)
- Extra* food and water (above and beyond what you expect to use during an outing)
- Hygiene kit
- Whistle (3 blasts in a row signals an emergency)

Recall

Have participants recall the items when you name each category, including + 2

HIKING BOOTS and SOCKS

Training Handbook Page 6

Topic Inventory:

Sample boots/shoes

Easel, tablet, markers

Inserts for show and tell

Wool socks and liners to show

Nikwax

Goal: To be able to purchase and maintain the correct footwear for their ongoing adventures, and to understand that Girl Scouts requires girls to wear ankle height boots on backpacking trips (progression and safety)

Overview:

- Components of a sturdy shoe
- What is a good fit
- Inserts and Waterproofing
- Socks
- Boot-fitting tips

Trainee Involvement:

Selected students to write on easel paper to follow discussion of boot components.

Ask trainees to identify what makes a good hiking boot and start writing under two categories: Soles and Uppers.

Discuss and show components of a good hiking boot as they're introduced. Use 'bad' shoe for comparison.

Components of a sturdy hiking shoe

Sole:

Grip: no slipping and sliding

Protection: your feet don't feel the rocks

Rigidity: (can't be twisted) the stiffer the sole, the better support of foot, ankle and knee

Stability: feeling solid on uneven terrain

Uppers:

Protection

Waterproof liner: (e.g., Gortex) keeps out water

Breathable: allows sweat to evaporate, preventing blisters. Leather/fabric often better than synthetic.

Stability: you feel stable on rough terrain

Comfort: ESSENTIAL

- toe box: wiggle room for toes, but not sloppy; not hitting front of boot
- heel cup: heel is nestled comfortably, no more than 1/4" slip
- lacinings: tight enough to keep foot locked in place

Materials:

- fabric/leather — easy to break in, breathable
- split grain leather — heavier duty, with seams, fairly easy to break in
- full-grain leather — heaviest duty, no seams, longest break-in

Inserts and Waterproofing

Inserts: valuable for refining fit, supporting arches, day-after-day comfort on the trail

Waterproofing: Use Nikwax, Granger's or another recommended product. Apply before each hiking season.

Socks:

No cotton

Wool, Coolmax, other wool alternatives

Thickness: personal preference. Wear when trying on boots. Light, Medium, Expedition weight.

Liners: can help prevent blisters by transferring friction from sock-to-foot to sock-to-sock. (Show and tell on your hand.)

Boot-fitting Tips:

Try on at the end of the day

Growing feet: be thrifty, buy inexpensive boots and put your money into good socks and/or inserts

Stores: A-16 — helpful, qualified boot-fitting staff; REI — self-serve, but great return policy; Big 5 — self-serve, less expensive, lower quality.

Break in your boots to prevent blisters!

HIKING CLOTHES

Training Handbook Page 7

Topic Inventory:
Clothesline and pins
2 or 3 tubs with clothes

Goal: To learn the components of an effective hiking clothing system, and why cotton is not allowed

Overview:

- Activity: Clothing Relay which encompasses all overview points
- Wardrobe elements
- Layering system
- Fabric options and NO COTTON
- Vocabulary: wicking, breathable, layering
- Tips
- Check the weather before you go

Suggested Topic Structure:

Give your group any relay instructions, or clothing information, *before* you break into groups and start the relay. This helps with delivering the important information while people are focused and listening.

Activity—Clothing Relay

Each team assembles a hiking wardrobe from their tub of clothes. Each tub contains a full layering system (including hat and socks), and decoys: cotton clothes or too bulky jackets.

Tub 1: Economy tub contains soccer uniform/ PE clothes, poncho/trash bag, and other hiking clothes that are not expensive and can be found in the closet.

Tub 2: Top of the line tub contains good quality hiking clothes.

Tub 3 (optional): Mix and match between economy and high quality; might offer alternatives not found in the other tubs, like zip-off pants, or down vest (instead of jacket.)

Allow about 5 minutes for each group to select and hang their wardrobe on the clothesline. Take another 10 minutes to evaluate the selections and utilize/explain the vocabulary, fabric choices, wardrobe elements and tips.

Wardrobe Elements

Layer 1: shorts/pants, tee shirt, shade hat

Layer 2: insulation—fleece jacket/pants, long-sleeve shirt, fleece hat/mittens

Layer 3: down/polyfill jacket, waterproof pants/jacket or poncho

Layering System

Dress in layers of lightweight clothes instead of one or two heavy layers. The layering system helps you adjust easily to varying temperatures while you hike.

Fabric Options

Cotton Kills: cotton retains moisture and doesn't dry quickly, a deadly combination that can suck the heat right out of your body and expose you to hypothermia.

Synthetics: man-made fabrics that insulate, breathe and wick. Examples are polypropylene, Capilano, nylon, polyester; proprietary names: Deri-Clime, Vaporwick, Polartec, Gortex, etc.

Wool, silk: natural fibers that insulate well, breathe, wick and — in the case of wool — still smell clean after several days on the trail.

Vocabulary

Layering (above)

Wicking: a fabric's ability to pull moisture away from the body. Wool is a good example, since it draws moisture away.

Breathable: a fabric's ability to allow air to pass through. Waterproof jackets want to be breathable so that when you're exercising you don't steam up inside.

Tips

Zip-off pants: combine shorts and pants with easy on/off

Trash bag poncho: 45-gallon trash bag (leaf and lawn) will cover you up

Easy packing for the day: put everything you think you might want for your day hike into the car, then when you reach the trailhead you can scale back on some of the items if you don't need all the layering. (Don't forget the extra clothes you need as an essential.)

Long pant options: shorts and sweats, long johns under shorts

Utilize PE/sports clothes already in the closet, thrift, and low-cost stores, etc.

Check the weather before you go

Always take a look at a weather report so you can plan and prepare the right wardrobe in advance.

Look at the nighttime lows, too, so you can estimate how cold it will be when you start out in the morning. In our local mountains, it can be in the 30s at night, and in the 70s during the day; the morning hike might still be quite chilly when you get out of the car.

DAYPACKS AND KITS

Training Handbook Pages 8-9

Topic Inventory:

Daypack selection, including string bag, lightweight (backpacking), and Camelbak.
Kits to show
Kit-making materials
Kit Handout

Goal: To be able to select the right daypack for the trip

Overview:

- Selecting a good daypack
- Packing with kits
- Kit elements
- Activity: pack three kits – Hygiene, First Aid, Emergency
- Minors and medications

Selecting a Good Daypack - Pros and Cons

String pack

Pros: often free

Cons: ouch!

Fanny pack

Pros: smaller profile

Cons: is it big enough for your adventure?

Camelbak

Pros: excellent organization, convenient water bag, durable, cushy

Cons: heavy, expensive

School backpack

Pros: perfect for getting started, good enough organization, lightly padded

Cons: less durable, possibly heavy

Backpacking day pack

Pros: lightweight, adequate organization, makes the leap to backpacking, can be used as a stuff sack, separate sleeve for water bag, InsuLite, sit-upon insert

Cons: not a lot of support, not padded, not a lot of pockets.

Packing with Kits

Separating your gear into smaller kits allows you to be organized and makes your gear easier to find.

Examples: First Aid kit, Hygiene kit, Emergency kit, 'Quick' kit, Foot Rx kit.

Kit Elements

Each individual will want to organize her essentials in a way that works for her. They can be stored in nylon stuff sacks, pouches or zip-top bags.

Activity: Packing With Kits

There are an infinite number of items that can go in your first aid or emergency kits. The three kits you make today are excellent starter kits; feel free to personalize your kits to your needs, and as your first aid training skills grow.

Hygiene Kit

Toilet paper/Kleenex

Feminine supplies

Hand wipes/biodegradable soap

Trash zip-top bag for packing out used TP and feminine supplies

Emergency Kit

Space blanket—for insulation against the cold

10 feet nylon rope—can be used for lashing, boot lace, etc.

Whistle—3 blasts in succession signals an emergency. You could clip this to your pack, or put on a piece of nylon rope.

Firestarter—helps start a fire (for warmth)

Waterproof matches

Duct tape—multi-use! Blister prevention, patching gear, clothes or boots, etc.

Pencil—to record information, leave a note

Needle and thread

Safety pins

First Aid Kit

Moleskin—to protect blister/heel from rubbing

Antibiotic cream—to protect wounds from infection

Antiseptic wipes—to prep an area for a bandage

Gauze—2 sizes

band aids

Non-latex gloves—always protect yourself from blood-borne pathogens

Ace Bandage

Personal medications like inhalers or Epi-pens. Your entire group should know exactly where you keep these in your pack so they can be retrieved quickly in an emergency.

Pain reliever of choice

**High Adventure Health History form – add this to participant's first aid kit and explain why

Minors and Medication

Hiking and backpacking medication protocol differs from standard troop or camp practice. Each individual carries her own medication when hiking/backpacking to ensure that her meds are within immediate reach in a health emergency. It's essential that every person in a hiking group knows where the Epi-pen or inhaler can be found in a person's pack.

- **Safety Note:** point out that matches are not to be used except for stove lighting or small campfire making, not signal fires. We expect matches to be carried responsibly. Also noteworthy – if a girl is using a school backpack for a wilderness hike, she needs to remove any items (knife, pain relievers, matches) before heading back to school.

HIKING HYGIENE

Training Handbook Page 10

Topic Inventory:

Barbies
Dish tub diorama w/ props (tree, water, buddy)
Hygiene bag
Trowel
Tootsie Rolls

Goal: To understand and be able to apply Leave No Trace principles, and be safe and comfortable going potty in the woods

Overview:

- Activity: Barbie in the Backcountry
- Where to go to the bathroom?
- Doing your business
- What to do with the trash
- That time of the month
- Safety reminders
- Handy hard-won tips

Activity: Barbie in the Backcountry

Barbie and hiking buddy enactment of the whole bathroom-in-the-woods experience using a dish tub diorama of the forest. Essentially a puppet show, the narrator covers all the hygiene information in her monologue.

Where to go to the bathroom?

Tell a buddy you're heading out to the woods for a potty stop

Leave No Trace applications (away from water sources, 150 - 200 feet from water, pack out trash)

Behind a tree/rock away from the trail

Doing your business

Don't need to dig a hole if you're going to pee. Just go, wipe, place your used TP in your zip-top bag and put in hygiene kit. Wash up.

For #2, dig a 6 - 8 inch 'cat hole' with a trowel or a sturdy stick. The trowel *only* touches the dirt. Do your business, then cover the hole with dirt. Throw your TP away in the zip-top bag. Wash up!

What to do with the trash?

All your bathroom trash is put in the zip-top bag and packed out of the woods. Leave No Trace!

That time of the month

Always a good idea to have feminine supplies in your hygiene kit, just in case. Altitude can change your cycle rhythms.

Always throw used feminine supplies away in your zip-top bag, and dispose at home.

Safety Reminders

Washing up- Poor hygiene is the number one cause of stomach disorders in the back country. Always wash your hands after going to the bathroom.

Buddy System – tell/take a buddy when going to restroom

Handy, hard-won tips

Face downhill.

Always put your gear *uphill*.

Generally, you'll find a more private spot by heading perpendicular to the trail.

When you're on switchbacks, you'll find a more private potty spot heading out from the ends of the switchback, rather than uphill or downhill.

Always tell a buddy where you're going.

Take your daypack with you; that way, if you get disoriented, you'll still have your whistle handy to signal for help getting back to the trail.

Use a rock or log to steady yourself, if necessary.

An aspirin, broken into your trash bag, will help reduce odors.

MAP and COMPASS

Training Handbook Pages 11-19

Topic Inventory:

Handouts (Big Laguna and Oak Canyon Maps)
Compasses

Visuals: Big Laguna map, Declination map, model, mounted 7.5 map

Goal: To lay a foundation for learning map reading, and basic ‘thumb the map’ skills. To engage with the compass, understand its parts and learn to adjust for declination

Overview:

- Topographic (Topo) maps
- Compass
- Activity: Today’s Trail Map
- Map resources

Topo Maps

Understanding contour lines, colors, compass points and features

Learning to visualize terrain

Reviewing one’s hike on map at home

Using big topo map, examine features (name, declination, key location, scale of miles, etc.)

Using Big Laguna Trail map, examine lines, colors, compass points. Helpers: assist trainees w/ maps

Have trainees assist with the model building to illustrate contour lines

Leave No Trace–Plan Ahead and Prepare

Compass

(Helpers: pass out compasses, assist trainees, direct small break-out groups.)

Parts of the compass: identify the baseplate, direction of travel arrow, magnetic needle, ‘shed’, and dial

Practice turning dial to N, S, E, W.

Practice taking a bearing

- point at object
- red in shed
- read number on dial

Adjusting map to Magnetic North:

- What is magnetic north and why it matters
- How To:
 1. Set map on the ground
 2. Subtract 12 degrees (San Diego) from North (“N” on the dial)
 3. Align the edge of the baseplate with the edge of your topo. (The ‘Direction of Travel Arrow’ must point to the top of your map.) Move the map and compass together until the red ‘Magnetic Needle’ is floating in the ‘Shed.’

Activity: Today’s Trail Map (small groups)

Practice orienting the map to magnetic north. Everyone should take a turn.

Visualize today's hike:

- Find the trailhead
- Find the features: river, creek, peaks
- Follow/trace our route and point out the notable places. Visualize and talk about what you'll be seeing on the hike.

Map Resources

Blogs, Websites, Apps and Reliability

In brief, discuss available blogs, websites and apps that provide excellent additional resources.

Apps/websites must be backed up with extra battery.

INJURY PREVENTION

Training Handbook Pages 20-21

Topic Inventory:
Trekking poles (different kinds)

Goal: To understand personal responsibility and risk assessment to prevent injuries and accidents on the trail

Overview:

- Get in shape
- Check with your doctor
- Pay attention
- Use good judgment
- Evaluate key risks and concerns
- Understand importance of health histories review
- Use of trekking poles
- Discussion: Analyze Key risks for today's hike

Get in shape

Progression: Build yourself up slowly before tackling an arduous day hike. Choose your hikes to match your level and skill

Strength building: The more time spent hiking over rough terrain, the stronger you'll be

Check with your doctor

Old injuries

Recurring pain

Health conditions

Get a thumbs-up from the doctor, and some sound advice on how to minimize or eliminate this condition

Pay attention

Look where you're going

Watch the weather

Observe your fellow hikers

Evaluate how you feel

Stay engaged over obstacles, like snow, creek crossings, boulders

Use good judgment

Probably the most important outdoor skill. Learn to evaluate conditions with an eye toward safety for your entire group.

Develop a 'no penalty' approach: evaluate risks and concerns, and don't move forward if you sense too big of a penalty in the offing (e.g., Is it risky crossing this river? What's the penalty? Am I okay with that?)

Help girls develop good judgment and decision-making skills by including them in the evaluation process. If a leader always dictates the terms, how will the girls understand the process of making key, safe decisions? When involved in the safety judgment call, girls will likely make the safe decision.

Evaluation, discussion and decision-making: just going through this process of analyzing risk helps create important objectivity and allows the excitement of the moment ('gotta reach the summit') to take a back seat to good sense.

Evaluate Key Risks and Concerns

Risks are the physical challenges presented by terrain, weather or trail conditions, and flora/fauna in your area. Identify these risks when you plan your hike, and discuss strategies and prevention with your group in advance.

Fear/worry: Fear is detrimental in many ways. Fear gets in the way of having fun, but also creates tension and anxiety that translates into low confidence, crabbiness and compromised safety.

Concerns need to be acknowledged, and shared with a trip leader or the group.

Health history: An individual might have a health issue that could limit her on a hike. She needs to share that with her hike leader or group.

Plan and prepare mitigating strategies before the hike

Understand Importance of Health Histories Review

Leader should be familiar with health conditions/medications of each hiker in her group.

Leader needs to discuss and understand the hiker's needs/meds before the hike, and have a strategy in place for dealing with the hiker's concern.

Ideally, each hiker should be comfortable sharing concerns with her hiking group prior to hitting the trail (health and welfare chat).

If a hiker carries an inhaler or Epi-pen, every hiker in the group should know exactly where in her pack those meds are kept.

Trekking Poles

Optional

Highly regarded for their ability to stabilize hiker and provide increased comfort over rough terrain

Valuable for providing propulsion on the uphill and support on the downhills

Group leaders might consider trekking poles as valuable emergency gear (like a SAM splint)

Help eliminate/diminish discomfort in knees, shins

Features: (all are excellent quality products)

- Twist locking device (e.g. Leki poles): collapsible, often lightweight; can collapse; locking mechanism

 - will freeze in snowy conditions

- Flip locking device: collapsible, heavier duty, don't collapse

- Z-pole (e.g. Black Diamond): lightweight, collapses into 3 small sections, lightweight, can't collapse;

 - non-adjustable, but come in varying sizes.

Discussion

Analyze Key Risks for today's hike.

HIKING FIRST AID

Training Handbook Pages 25-29

Topic Inventory:

Goal: To understand personal responsibility in preventing environmental illnesses, as well as recognizing and treating these illnesses before they worsen

Objectives:

- Blisters
- Tick bites
- Snake bites
- Hypothermia
- Dehydration
- Heat exhaustion and heat stroke
- Altitude sickness

Blisters

Cause

- friction and rubbing creates a hot spot, which turns into a fluid-filled blister

Prevention

- pre-treat known rubbing areas with sports tape, duct tape or moleskin
- break in boots, wear sock liners, and non-cotton, well-fitting socks
- always stop and treat when you feel rubbing, or a hot spot developing on your foot.

Treatment

- wound management: keep it clean, moist and covered; current Wilderness First Aid protocol allows a blister to be pierced with a sterilized needle, drained, and treated as an open wound.
- comfort management: mole foam donut

Tick Bites

Concern

- Ticks: can carry Lyme Disease

Prevention

- Wear long sleeves and long pants, especially in areas of thick vegetation
- Wear light clothes so tick can be seen
- Check skin for ticks after passing through heavy vegetation and after your hike

Treatment

- Use tweezers to grab the tick as close to the skin as possible. Gently pull the tick straight out; don't twist.
- Don't squeeze the tick, or apply mayonnaise, hot matches or petroleum
- Wash the bite with soap and water. Watch the area for redness, infection, developing lesion or flu-like symptoms.

Snake Bites

Concern

- Rattlesnakes are the only venomous snake in California, but any bite poses a risk of infection and will cause great anxiety for the victim.

Prevention

- Watch where you put your hands and feet
- Don't pick up snakes

Treatment

- Keep the patient calm
- Remove any jewelry that can act as a tourniquet when swelling develops
- Clean bite with soap and water
- Monitor swelling. Mark the area and monitor every 15 minutes.
- Rest and immobilize (splint). Keep bite at or just below heart level.
- If there are immediate, severe symptoms, send for help immediately and keep patient still.
- If there is no immediate reaction, start to walk the patient out slowly. With a rattlesnake bite, do not walk patient out unless there is no other option.
- Do NOT 'suck and spit' or incise the skin and attempt suction.

Hypothermia

What is it?

- Hypothermia is a significant drop in the body's core temperature, causing progressive mental and physical collapse, and generally due to prolonged exposure to the cold. However, a hiker can become hypothermic in temperatures as high as 60 degrees, which is one reason it is imperative to dress appropriately (no cotton) and to recognize and treat the symptoms early.
- Wind blowing on wet or moist clothing can increase the chance of hypothermia. It isn't unusual for the victim to not recognize the symptoms, underscoring the need for hiking partners to be aware of each other's condition.

Prevention

- Stay warm, dry, and well hydrated; eat well, keeping energy levels high. Always pack warm layers made of appropriate fabrics, and keep your fleece/windbreaker handy for rest stops, especially on windy passes.
- Watch fellow hikers for signs of hypothermia, and remind each other to add warm layers as necessary.

Signs and symptoms

- Shivering, numbness, lack of coordination, a slow and irregular pulse, apathy, confusion, and decreasing levels of consciousness

Treatment

- Immediately replace damp clothing with dry insulating layers; wear beanie and gloves; consume warm liquids; seek shelter. Handle severe victims gently, warm them gradually, and treat for shock.

Dehydration

What is it?

- The body's loss of water and electrolytes (salts and potassium). Can develop into a serious problem if you neglect the symptoms, and can contribute to heat exhaustion and heat stroke.

Prevention

- Easy! Drink lots of water and eat salty snacks while hiking. Plan ahead when hiking on hot days, and pack a minimum of 2 quarts of water.

Signs and Symptoms

- Dry mouth, headache, nausea, dizziness, dark or decreased urination, muscle cramps

Treatment

- Same as prevention. Drink water frequently, and supplement it with electrolyte balanced products (e.g., Emergen-C, Nuun, Gookinaid, HydroLite, etc.) Drink water before you feel

thirsty, and before you start hiking (pre-hydrate). Monitor your water intake as well as the color of your urine.

Note: Too much water and not enough salts can lead to a dangerous condition called hyponatremia. Always include salty snacks with water intake.

Heat Exhaustion

What is it?

- Heat exhaustion is the most common form of heat illness. The victim has a normal mental state, and remains coordinated. If unchecked, heat exhaustion can progress to the far more dangerous condition — heat stroke.

Prevention

- Drink lots of water throughout the day, but *also* eat salty snacks and drink electrolyte balanced drinks to avoid leaching the salts and electrolytes out of your body.
- Cover up — wear a hat, sleeves, light reflective clothing, and shade the neck with a damp bandana.
- Hike early in the day and anticipate developing signs of heat fatigue.

Signs and Symptoms

- Excessive sweating, fatigue, dizziness, seeing stars or black spots, headache, weakness, loss of appetite, nausea, vomiting.

Treatment

- Stop all exertion and rest in a cool, shaded environment
- Loosen restrictive clothing
- Drink water with electrolytes or salt
- Administer cold, wet compresses (bandanas) especially to the face, neck, armpits, and groin.
- Rest before resuming activities

Heat Stroke

What is it?

- This is a serious condition, and an extension of heat exhaustion. Heat stroke can be fatal.

Prevention

- Same as heat exhaustion.

Signs and Symptoms

- The victim usually (but not always) stops sweating, and exhibits abnormal or erratic behavior.
- She may be confused, disoriented, off balance, and has a raised temperature (105 degrees).

Treatment

- Cool the victim as quickly as possible
- Immerse in cool water if possible.
- Do not give victim anything to drink because of the risk of vomiting and aspiration.
- Treat for shock.
- Evacuate immediately, continuing to cool the victim along the way until her temperature drops to 100 - 101 degrees.

Altitude Sickness

What is it?

- Hikers generally begin to feel the effects of higher elevations — and less oxygen in their bloodstream — at about 9,000 feet
- While altitude sickness can be life threatening, most often it is just a source of discomfort until you acclimate.

Signs and Symptoms

- Headache, light headedness, fatigue, loss of appetite, inability to sleep, nosebleeds, nausea, vomiting

Prevention

- Your body needs time to acclimate to higher elevations. It generally takes 24 - 72 hours to fully acclimate.
- Gain elevation gradually by camping at progressively higher elevations, ascending no more than 1,000 feet per day.

Treatment

- The only real cure for altitude sickness is to descend. However, if the symptoms are not severe, treat them accordingly:
 - 1) Mild — headache, slight nausea: take aspirin, drink more water, eat
 - 2) Intermediate — vomiting, severe headache: descend, consider how to proceed with, or cancel, plans. If possible, eat and re-hydrate.
 - 3) Severe — persistent vomiting: evacuate to emergency care

NUTRITION

Training Handbook Pages 22-24

Topic Inventory:

Show and tell snacks and food

Goal: To lay a foundation for effective wilderness meal planning

Overview:

- Understanding food equals fuel
- Food safety
- What to pack for a day hike
- Pack emergency food

Food as fuel

- Value of carbohydrates, fats, protein
- Carbs, protein and fat (60-30-10%)
- Examples of good day hike foods

- **Food Safety**
- Mind your perishables

- **What to pack for a day hike - Tips for success**
- Pack foods you like
- Select foods that will sustain you on your day's trip

- **Pack Emergency Food**
- #1 on your 10 Essentials list: Extra Food

TRAIL DANGERS

Training Handbook Pages 30-33

Topic Inventory: Outdoor Area

Goal: To instill an appreciation and awareness for wilderness flora and fauna, and not view nature as a danger so much as a key risk to be acknowledged and mitigated

Overview:

- Mountain lions
- Black bears
- Snakes
- Poison oak
- Lightning
- Stranger danger
- iPods and cell phones

Mountain Lions

More than half of California is mountain lion habitat. Mountain lions generally exist wherever deer are found. They are quiet, solitary and elusive, and their nature is to avoid humans.

Preventing encounters: Never hike alone. If you're lucky enough to ever see a mountain lion, never run. Avoid hiking at night, dawn and dusk. Keep your group together.

Encounters: Mountain lion attacks are extremely rare. If you encounter a mountain lion, make yourself big, pull your group together, face the animal, make noise and throw rocks.

Trail Scout: Mountain lions (*Felis concolor*) are also called cougars, panthers, catamounts, or pumas. They eat deer, but also raccoons, birds, small mammals, foxes, mice and grass. Their tracks show four toes, and no claw prints. The top of the pad print is the shape of the letter 'm'.

Black Bears

Black bears (*Ursus americanus*) live all over North America. We have rare sightings in San Diego County; they are active north of Interstate 10 (San Bernardino Mountains) and north throughout the Sierra. They're generally found in forest habitat, and are typically shy and easily frightened.

Preventing encounters: Avoid hiking at night in black bear habitat. Store your food and scented items properly. If you observe scat or other bear sign, or are traveling through dense growth or along noisy rivers, clap hands or sing to alert bears to your presence. (Bear bells have a reputation for not being effective.)

Encounters: consider yourself lucky! Stay calm and keep your group together. Slowly retreat, or make a wide detour around the bear. Don't crowd the bear, or block its escape route. Don't move between a sow and her cub.

Habituated bears: these bears have gotten used to humans, and are after food. If you feel a black bear is too 'forward', you can chase it away by blowing your whistle, making noise and throwing rocks.

Trail Scout: Black bears come in many colors: brown, cinnamon, blonde and black. They eat mostly berries, nuts, grasses, carrion and insect larvae. They have an outstanding sense of smell, are great tree climbers and swimmers, and are very intelligent and curious.

Snakes

Rattlesnakes are the only venomous snake in California. Fortunately, snakes make an effort to avoid us; a sighting can prompt more of a point of interest and a privilege, rather than fear.

Preventing encounters: Stay on trails and out of tall grass; wear close-toed shoes; look where you put your hands (when climbing or picking up sticks), your feet (when walking), and your seat (when sitting).

Encounters: Don't pick them up! Most emergency room snake bite victims are men between the ages of 18 and 24, with bites to the hands and arms. Respect snakes, leave them alone, and always give snakes the right of way.

Trail Scout: Gopher and bull (non-venomous) snakes have similar markings to rattlers. Rattlesnakes have thick, powerful bodies, skinny necks and triangular shaped heads. Their pupils are oval, not round—but you shouldn't be close enough to see that! Non-venomous snakes have round pupils, and their body, neck and head are all about the same diameter.

Poison Oak

Poison oak grows west of the Rockies, and poison ivy grows east of the Rockies. Poison oak is common along the creeks and canyons of San Diego County. Contact with the plant and its irritating oil—urushiol—causes a contact dermatitis, or rash. The oil is present even when the plant is dormant.

Prevent encounters: Leaves of three, let it be. Or, if you don't know what it is, don't touch it! In winter, avoid leafless vines along creeks and under oaks.

Encounters: Wash skin as soon as possible with Tecnu and cool water. Wash clothes to avoid re-contamination.

Trail Scout: Many plants have leaves of three. Poison oak distinguishes itself by the two opposing leaves 'kissing', and the center leaf 'running away' on its long stem. Poison oak does not have thorns.

Lightning

If you hear thunder, and can't seek shelter in an enclosed structure, head for lower and safer ground. How far away? Every 5 seconds that elapses between lightning and thunder represents 1 mile of distance. If 30 seconds elapse, the lightning is 6 miles away.

The '30/30' Rule: If you see lightning, count out loud until you hear thunder. If it takes 30 seconds or less, seek shelter and stay there for 30 minutes after seeing the last bolt or hearing the last boom of thunder.

- Get off the peak! Descend until you are under forest cover.

- Get out of the meadow. Avoid open spaces that are more than 300' wide.

- Avoid lone trees, which act as a lightning rod.

- Get off the water, out of the lake, away from the pond.

- Stay out of rock caves, which conduct electricity.

The Lightning Desperation Position (National Weather Service): if you see lightning, stop moving to safer terrain. Squat down, resting on the balls of your feet to minimize contact with the ground, chin on chest and hand covering your ears. Group members should be 50 feet apart. Ditch the trekking poles.

Stranger Danger

You will find that your fellow hikers are generally upstanding citizens, and the camaraderie that develops on the trail is legendary. But it would be foolish not to acknowledge stranger danger. Girls should be in eye contact with an adult at all times. Use good judgment, and as you would with any trail 'danger,' be observant and keep your head up.

iPods and cell phones

Having ear buds interfering with your ability to hear is unwise in the wilderness. You should have all 5 senses engaged to safely interpret your surroundings. How much better to hear a snake slithering through the grass than wait for it to introduce itself with its fangs. “Distracted Walking” and “Death by Selfie” are tragic new terms in our lexicon. Don’t let it happen to you.

TRAIL TRAVEL

Training Handbook Page 34

Topic Inventory:
Outdoor Area

Goal: To learn the ethics of backcountry travel: LNT, Rights of Way, and how we treat our fellow hikers

Overview:

- Leave No Trace Ethic
- Rights of Way (horses, bicyclists, hikers)
- Wilderness Ethic Among Hikers

Leave No Trace Ethic

Minimum-impact travel is essential to the preservation of our wild areas. The 7 principles of LNT guide every aspect of our wilderness experience. Here are 4 guidelines every day hiker should observe:

- **Stay on trails; don't cut switchbacks:** Not only is your footing more secure on the trail than off, but cutting switchbacks exacerbates trail erosion. Tromping off trail, especially with larger groups, will smash fragile vegetation and create 'use trails' that can scar a wilderness area.
- **Leave what you find:** All plants, animals, and relics are protected in National Parks, but picking pine cones and flowers is a real no-no in all wilderness areas. Make it a point to not disturb your surroundings at all, or interfere with the processes of nature. You're a guest.
- **Respect wildlife:** Keep your food away from wildlife, and don't ever feed animals. Animals that are habituated to human food become a nuisance or a danger.

Rights of Way

- Horses always get the right of way. Hikers should make a point of catching a rider's attention, then move well off the trail while still in the horse's line of sight. The 'rule' is that the hikers should be on the downhill side of the trail. Safety (and not having your skull in line with the rear hooves) may dictate that you move up the hill. Just work it out with the rider, if necessary.
- Hikers and horses have the right of way over bikes. Theoretically. That's the 'rule,' though you may find the reality is that bicyclists swoop up behind you, ring their bells and expect you to jump out of the way. Always thank a cyclist who observes the proper protocol. It's helpful to ask the cyclist if there are more in her group so you can be ready.
- The uphill hiker has the right of way, though they will sometimes yield so they can take a breather. Plan on giving the uphill hiker the right of way. Thank fellow hikers who yield to you.
- It's polite and just good manners to yield to people behind you who want to pass. It's always a good idea to check behind you from time to time.

The Wilderness Ethic

Not only does a hiker have a responsibility to take care of the wilderness, but she also needs to look after the well-being of her fellow hikers. A hiker who truly possesses the Wilderness Ethic is skilled, knowledgeable, and willing to help others she meets along the trail. Real integrity and honor exist in the backcountry — keep up the tradition!

SAFETY DEVICES

Training Handbook Pages 37-38

Topic Inventory:
Example devices, as available

Goal: To introduce the technology available to us for seek help in an emergency, and underscore the importance of self-reliance and self-responsibility when using these devices

Overview:

- Consider LNT
- Cell phones
- SPOT and Garmin devices

LNT

- Plan ahead and be prepared
- Be considerate of others

Cell Phones

- Availability of service

SPOT/Garmin InReach GPS devices

- Pros
- Cons

LOST AND FOUND

Training Handbook Pages 35-36

Topic Inventory:
None

Goal: To give our participants easy skills to prevent getting lost, and simple skills to recover

Overview:

- Staying found
- What to do if you get lost
- Important DONT'S
- Common Mistakes

Staying Found

Preparation is the key to staying found. The following resources will keep you on track.

In-town contact: this person knows your route and will contact a ranger/emergency services if she doesn't hear from you at a specified time. *Always* leave your location, trailhead, route information, and expected time back with a reliable in-town contact, and call them as soon as you're back to the car. Your in-town contact is like your insurance policy if you get lost or injured and need to stay put; you know someone's coming to get you.

Permit: Some wilderness areas require a permit, even for just a day hike (e.g., San Jacinto State Wilderness). Day permits are normally free, and give you an excellent opportunity to talk to a ranger before heading out on the trail. Ask questions about your route, trail conditions, water availability — the ranger can really help you out. Also, by leaving a permit on file, rangers have a record of where you're going. This does not replace having an in-town contact.

Stay with your group: Letting your hiking buddy find their own way back to the car, or leaving someone behind on a potty break, is the kind of mistake you read about in the newspaper about lost hikers. Stay with your buddies!

Always re-group at trail junctions: Junctions are an excellent place to take a wrong turn. If you wait until your entire group reaches the junction before continuing, you will ensure that everyone is still doing okay, everyone can double check their location on the map, and someone in your party won't take a wrong turn and get lost.

Review the map before you hike: Looking at your map, finding your trail (and highlighting it) and following its route ahead of time allows you to visualize landmarks, junctions, creeks, and other features that help keep you oriented. If you know you were supposed to follow a creek, and you're climbing up a ridge instead, it's time to check that map before you get too far off track.

Thumb the map while you hike: Use your map; don't tuck it away in your pack. If you follow your progress on the map while you're hiking, you can discuss and memorize stream crossings, trail junctions, peaks and other features as they're encountered. Constantly referencing the map with your whole group will ensure that you stay on your route.

Trail signs: Utilize all signs with destinations and mileages. Additionally, look for trail markers like blazes (paint, tags or rectangular cuts on tree trunks), cairns (rock 'ducks' that mark routes over rocks), and logs placed horizontally across trails ('trail closed') to find your way.

Animal paths: If you started out on a well-worn trail, and find yourself on a sketchy, barely visible path, that's a good sign that you've left the real trail behind. This can also happen at the end of

switchbacks (water erosion creates a fairly convincing 'path' that really isn't a trail), and around lakes (a use trail is often created by anglers.)

What To Do If You Get Lost

STOP!

Stay calm—You will make better decisions if you are focused and level-headed. Relax, and gather your thoughts and resources. Remember, your buddies will be looking for you.

Resources—Fellow hikers, map, compass, guidebook, whistle, and your recollection of where you've been, what you've seen, and the landmarks you've encountered.

Stay put—Take time to evaluate where you are, where you came from and where you are going.

Consider—Your buddies will look for you where they saw you last. If your whole group is lost together, you can work it out, but *stay together*.

Anchor and Sweep—Using one person as an "anchor," let others sweep the area for signs of a trail while the "anchor" remains where she is and holds the location.

Look around—get your bearings. Are you just a little disoriented, or genuinely lost? Look at your map for your last known location. Look at your surroundings for landmarks. After evaluating your surroundings and map, can you identify, with certainty, where you are?

Stay put, or look for my group?—An experienced hiker may be able to re-orient themselves by using their map, compass, landmarks and talking to other hikers. If you can't re-orient yourself with certainty, *stay put!*

If you stay put—Use your resources wisely. You have your 10 +2 essentials for this very purpose, a whistle to blow in series of 3 blasts until you make contact, and an in-town contact who will be looking for you at the specified time. Eat, drink, stay calm.

If you stay put—Make yourself and your location highly visible. Pick an open spot, if possible, and display a marker than can be seen from the air (bright poncho, clothes, rock X.)

Important DONT'S

Don't take 'shortcuts' through thick chaparral, or along or over steep cliffs.

Don't hike in the dark, fog, or white-out conditions

Don't light a 'signal fire'—California is always in a high-risk, year-round fire season. Remember the Cedar Fire of 2003, the largest wildfire in the history of California, started by a lost hunter signaling for help with a flare during a Santa Ana wind.

Don't expect a night rescue; it is too dangerous.

Common Mistakes

No one wants to be the lost or injured hiker whose sorry story appears in the newspaper. Here are some of the most common mistakes we read about:

Lost hiker didn't have an in-town contact. Takes days to find him.

Lost/injured hiker didn't have 10 + 2 Essentials. Suffers from heat illness or hypothermia

Group didn't stay together. Someone gets lost.

Hikers underestimated the terrain. Results in injury or getting stranded.

Hiker didn't have a map. Gets completely lost.

Summit fever—didn't set a turn-back time, didn't have a flashlight, ignored the weather. Results in injury or getting stranded.

Blundered ahead—disoriented hiker blindly forges ahead instead of staying put, gets cliffed out or stranded in a sea of chaparral.

Let your 15 Minutes of Fame be for something you did well!

DAY HIKE PROTOCOLS AND BEST PRACTICES

Topic Inventory:
Compasses
Newspaper clippings
Evaluations
Patches

Goal: To help the Council Trainer – and her adult/youth leaders -- lead a safe and effective hike where participants learn applicable skills and knowledge

Overview:

- Leader Roles
- Day hike group protocols
- Best practices
- End of hike

Leader Roles:

When you lead the hike, you are in the role of leader as well as the role of interpreter. Not only are you doing water checks and map checks, etc., but you're also pointing out why we bother to do it at all. These double duties can be divided among the Youth/Adult leaders.

Day hike group protocols:

- Health and Welfare: conduct a quick check of health issues/concerns prior to leaving trailhead. Also, explain *why* you're conducting the check.
- Sunscreen: apply at the trailhead to ensure that everyone has the opportunity to do so, or has already done it.
- Phones on airplane mode—demonstrate/discuss no-distraction hiking
- Girl/adult - trainer ratio: Each hiking group should have minimum 2 adults. Girl hiking group can be led by Youth Leaders, but they still need to be accompanied and monitored by 2 adults, preferably Adult Leaders/trainers. The adult leader's responsibility is to ensure all trail topics are delivered thoroughly, as well as monitor for safety and courtesy.
- Separation of hiking groups on the trail: Try to maintain a few minutes distance between hiking groups to minimize group impact in the backcountry.
- Thumb the map: have your hikers keep their map handy. Do a group location check at every junction. Encourage everyone to participate.

Best Practices:

- If possible, divide trainees into separate girl and adult hiking groups. The separation of girls and adults provides another great opportunity to get the girls think for themselves.
- An adult-only group can give the Council Trainer (or qualified Adult Leader) an opportunity for open dialog about troop readiness, ideas for hikes, first-aid concerns, learning more about the program progression, etc., and provide a forum for leader questions.
- Lonely girls: some girls register for our class by themselves, and don't have a troop to hang out with on the trail. Please engage them and help them feel part of the group.
- Not listening? When your trainees drift, pull them back in so that they can hear your trail topics. People want to relax on the trail, so find pleasant places to hang out for a while to deliver a chunk of information, then back off so they can just enjoy the hike.

- Trail Topics: Some topics lend themselves to an on-the-ground learning experience (discussing lightning at the top of an exposed ridge, for example). These topics do well on the trail:
 - Trail dangers: mountain lions, snakes, lightning and poison oak
 - Trail Travel: LNT, Wilderness Ethic, Rights of Way
 - Lost and Found
 - Adults: leader 1st Aid Requirements
 - LNT: Plan Ahead and Prepare

End of hike

Regroup for—at a minimum—a debrief:

- Thank you and see you in BBC
- Please return your compasses (and any other borrowed gear)
- Hand out WHC patches to all

Supplementing with the following has great benefit:

- 15 Minutes of Fame—Spend 10-15 minutes cooling down after the hike to read newspaper clippings of hikes/backcountry trips that went bad (rescue stories only, no recoveries). Discuss what went right, and what went wrong, and the cost and risk to Search and Rescue crews who assist. This isn't done to be smug, but to demonstrate that we can learn from other's mistakes, and to underscore how much they already have learned that will keep them safe in the wilderness.
- Girl Hiker Bee—an excellent way to discern training deficits, and correct information before they leave
- Adult round up--discuss tips and resources, and answer any other questions from the day
- Evaluations—while Council is now providing online evaluations, having an immediate means of evaluating your class and your group's teaching efficacy gives you a means of de-briefing your leadership team right away. A thorough evaluation of your teaching day is necessary for improvement, but also brings your youth/adult leaders some closure after their enormous effort at your training.

C. Supplemental Topics

These topics are excellent enrichment. While they might fall outside the standardized curriculum, these subjects can be addressed quickly – during breaks in class or on the trail – and are of great value.

- Knife safety—simple safety and handling tips on whittling
- Knot tying—simple knots (square, bowline, girth hitch)
- Telling time without a watch
- Discerning direction without a compass
- Adult leadership—tips to help our adults be better guides
- “Systems” method for teaching Essentials
- Rescued Hiker news articles—a short Q and A opportunity to understand the mistakes that are made, and how we already know enough from the day’s training to avoid these errors.

IV. Planning Your Wilderness Hiking Class

6 months-1 year in advance

- Decide on date of class/hike training.**
 - Final schedule of the next term's classes (WHC, BBC and Advanced trips) is generally due before June and involves input from all the participating trainers.
 - WHC is usually on a weekend day, but can be whatever the trainer decides.
 - Look at the proposed training calendar to be sure the dates you select fit well with other trainings
 - Be sure you know when other classes are happening relative to your training dates. Resources borrowed for training – like compasses – must be returned in good condition and in time as not to interfere with another training. Talk to other trainers if in doubt.
- Decide on location for the classroom portion of the training.**
 - Can be a Girl Scout facility or can be on-trail.
 - May require shuttling if location of class and trip are further than walking distance.
 - When using a Girl Scout facility, discuss with the Backpack Program Specialist on staff at Council to reserve the space and time you need.
- Decide on location of the hike.**
 - Is it near your class? Is the day hike easy to get to for those less familiar with those out of the area? Is it reasonably close? Is it a good site to demonstrate map n compass? And variety of terrain? Can the site accommodate the expected large number of parked cars?
 - Hike takes place generally on the same day as the classroom session. This may change due to weather conditions.
 - Some locations require shuttling from classroom location to trail-head. Be sure that there are enough adult drivers (trainers, adult registrants, returning parents?) to shuttle participants to trail
 - Is this a "rain or shine" event?
 - Give some consideration to an alternate location or date in case weather interferes with the mandatory training hike. You want all registered to show up for class; the hike can be rescheduled, or perhaps the weather will change by hike time. This can be mentioned in the Letter From Your Trainer included in your confirmation packet. For classes that meet for at same location as the hike, an alternate protected location for the 'classroom' portion of the training should be considered.
 - Generate a map of the trail for distribution to trainees.
- Obtain a copy of the WHC Trainer's Manual from Council**, as well as the Training Handbook that will be given to your class participants.
- Develop your own training notebook that contains the Trainer's Manual**, your class outline, training aids, maps, and other information for a successful training and hike.
 - Have spare permission forms, health history forms and maps.
 - Help your co-leaders and those you mentor to develop their own notebook.
 - Develop a description of your training for each class you lead.
 - Date and time of class
 - Date and time of hike, map of trail
 - Evaluation of evacuation in case of emergency (you could use the Safety

- Management Plan normally associated with backpacking trips)
- Co-leaders and youth leaders with contact info
- Roster with emergency contacts and in-town contact
- Location of hike start and finish, hike length and difficulty, warnings, precautions, risk factors
- Begin a collection of news articles about hiking rescues. Avoid 'recoveries'. These are great stories to share aloud at the end of the day hike to analyze what went wrong, and what went right. It's gratifying to see the girls grasp the importance of self-responsibility, and that they understand the value of Plan Ahead and Prepare, the first principle of Leave No Trace.

3 – 6 months in advance

- The confirmation packet**
 - Obtain the template for confirmation packet from the Backpack Program Specialist. The confirmation packet will be sent to each registrant by the Outdoor Registrar. The packet includes information about the class, what to bring and the forms that are standard to every Wilderness Hiker class. Letter from the trainer is a part of this packet, as well.
 - The template will include
 - A Letter From Your Trainer template for basic date, time, driving instructions and Council and Trainer contact information
 - A generic class description and what participants must bring
 - A picture page of standard student gear and what it looks like
 - A Permission, OTC Meds, and High Adventure Health History forms
 - Generate a permission form that covers the class and the hike portion of the training
 - Venue of class and hike need to be on the permission slip, when generated
 - Write a Letter From Your Trainer
 - Include the date/time/expectations/description of hike, etc.
 - Include plans for extenuating circumstances
 - Submit your confirmation packet to the Backpack Program Specialist a minimum of 3 months in advance of your class.
 - If there is a change in the meeting date/time/location of the class, inform Council so that the registrants can be notified
- Contact youth and adult leaders to assist you**
 - 3 months in advance, contact potential helpers – girls/adults who've helped you in the past, or who've indicated on training evaluations that they are interested in becoming youth/adult leaders. Fellow Council Trainers are often quite willing to lend you a hand.
 - Set up a meeting date and location for a planning meeting in the weeks before your training.
 - Secure a room at Council for your meeting, if necessary.

4 weeks in advance

- Request roster and copy of confirmation packet from the Outdoor Registrar.**
 - Your roster should include names, grades, troop numbers, phone numbers and – closer to the date of your class – email addresses of all participants
 - Your roster may still change, and you'll receive the most current roster 1 week before

your class

- Use your roster to inform your choices on class break-out and hike groups. You may choose to keep troops together – or break them up, put girls of similar ages together, blend ‘solo participants’ with other independents, etc.
- Council may send out revised rosters on monthly basis.
- Use contact information with care. Any emails to registrants as a group should have distribution list in the Bcc blind copy line to protect privacy of participants
- ❑ You’ll want a copy of the confirmation packet to send to your Youth and Adult Leaders, as well as class participants who can’t find it in their email inbox.
- ❑ **Meet with Youth and Adult Leaders to provide class orientation**, discuss objectives and expectations, and divide topics
 - ❑ Provide copies of Trainer’s Manual to all adult and youth leaders
 - ❑ Email the confirmation packet to them all, so they have copies of forms.
 - ❑ Know the training level of Adult/Youth leaders and what their capabilities are
 - ❑ Youth leaders who are new may require more pre-class prep and guidance than experienced ones
 - ❑ Orientation: meet with new youth/adult leaders ½ an hour prior to the rest of the group meeting. This gives you the chance to orient them to training, and understand how you operate and how you support them, and talk about expectations.
 - ❑ With the whole group:
 - Review the **Planning Meeting Organizer** (sample in Appendices)
 - Sample schedule: review and pick topics, pairing less experienced in teams, or just teams for the fun of it
 - Map – review how to load a bearing / and orient to Magnetic north so they can show others in breakout group
 - Discuss day hike topics/protocols (pg. 3, manual) and divide your crew into hiking groups. Could be 3 groups: 2 girl groups (w/ adult and youth leaders) and one adult group. Divide hiking topics, or agree to divide ‘on the fly.’
- ❑ **If your Youth/Adult leaders are experienced**, you can easily plan your training via email, dividing topics and props, and distributing the Trainer Meeting Handout as an email attachment.
- ❑ **Send follow-up e-mail with divided topics, gear and props.** Print out this email for your own reference, and use it as a packing list for your class.

2 weeks before class

- **Send handouts to Backpack Program Specialist for copying, Handouts will include:**
 - ❑ WHC Training Handbook
 - ❑ Evaluations
 - ❑ Schedule
 - ❑ Maps used in class and/or on trail
 - ❑ Table placards, to help you identify each person seated in class. These can be color-coded for break-out groups
- ❑ Pack WHC tub w/ kit-making supplies found in the backpaker section of The Resource Center at Council

- Pack up the appropriate number of supplies for you class based on the roster
- Make note if any WHC supplies are low and inform Backpack Program Specialist of the shortage
- Print Kit Description Sheet for Hygiene Kit, Emergency Kit and First Aid Kit – add to tub and use for reference on your tables when assembling kits (see Appendix)
- Request an updated roster. People will drop, add and disappear entirely from rosters. Always work with the most current version.

1 week prior

- Check trail conditions, if necessary
- E-mail participants w/ class welcome and information pertinent to the coming training day (see sample in Appendix)
 - Consider requesting that Health Forms be emailed to you in advance. This gives you the opportunity to review all forms prior to class and save volunteer time in the check-in process.
 - Consider sending an email to cull the roster. Oftentimes, participants will want to bail on the class, and instead of discovering that on your class day, you can make room for those on the wait list by addressing this with your group beforehand (see sample in Appendix).
- Print Roster
 - Print as is
 - Edit roster to make sign-in spread sheet w/ fields for each health/permission form
 - Make a similar roster for your Adult Volunteers and Youth Leaders, to record their forms
- Pick up handouts from Council, room key and compasses
 - Sign out the facility key from Council. For those facilities requiring it, be sure you have the alarm code and know what to do to disarm/arm the system
 - Compasses are loaned to participants for the event and are collected and returned to Resource Center upon completion of class. Be sure that you return before another training event date.
 - Girl Scout sign if needed
- Pick up hiker bee candy
- E-mail Youth/Adult Leaders with final update before class
- Print name placards, unless Council is doing that for you
- Put any training files on a flash drive for PowerPoint or slide presentations
- Collate trainee packets: booklet, maps, other handouts, placard – all together
- Gather registration materials
 - Pens and Highlighters
 - Scissors
 - Clipboard for roster
 - Name tags
 - Extra permission, OTC Meds, and High Adventure health history forms

The day before

- Pack:
 - Tubs of supplies w/ Kit Description Sheets
 - Hiker Bee candy
 - Handouts – collated into packets
 - Compasses
 - Key
 - Registration materials
 - Picture Boards, or any other displays/program fliers you might want to share
 - Laptop, if you're using a PowerPoint presentation, with battery pack/cord
 - Flash Drive with presentation
 - Battery for phone, if you're using it to demonstrate map apps in class or on the trail

After class follow-through

- Return any WHC resources to Council in a timely manner
- Provide feedback to Council as necessary if there are significant issues that arose during training
- Mark roster so that those who have completed the training can get credit and submit to the Outdoor Registrar
- Submit class evaluations/surveys to the Backpack Program Specialist
- Submit receipts for reimbursement

Recommended Email Sequence

4 weeks prior

- Youth/Adult Leaders – set up pre-training meeting
- Youth/Adult Leaders – Meeting wrap up (who's bringing which props)
- Youth/Adult Leaders – Send confirmation packet so they can access forms

2 weeks prior

- Email participants w/ class welcome and prep (weather, trail conditions, attire). By doing this 2 weeks in advance, if participants drop the class there is still time to contact those on the wait list.

V. Overview of the Training Day

Before class

- Arrive early—allow time for set up and Pre-Class Powwow with your Youth/Adult Leaders, approximately 1-1 ¼ hour in advance
 - Decide on the room configuration
 - Prepare any hospitality you have planned
 - Set up all equipment, kit assembly stations, registration, handouts, etc.
 - Set up a sign-in table, with roster copy for registrants to sign, and name tag supplies
 - If using audio-visual system, plug computer in to projector and run Visual Aids to make sure it all works

- Pre-Class Morning Powwow
 - About 7:45 a.m. bring group together
 - Decide who will supervise the sign-in and greet at the door
 - Assign an adult (or 2) to collect signed Permission, Over The Counter Medications and High Adventure Health History forms, check that they have been submitted by each participant.
 - Have a plan to check that all forms have been submitted by each registrant
 - Examine all Health History forms for risk factors and discuss with lead trainer. Highlight key health concerns on health form. **On an early break, the Lead Trainer should review the Health History forms to note any issues among participants.**
 - Assign a Youth/Adult Leaders to welcome table, pass out packets
 - Assign timekeeper for morning sessions
 - Review schedule—ready? Need help? What can we do for you to facilitate your topic? Do I have your props?
 - Reminder to all: “Let’s have fun!”
 - Please no electronics in class—set a good example for participants

Class

- Introduction of staff, possible ice breaker for the group. Discuss:
 - Housekeeping (bathrooms, fridge, water – and please drink during the morning hours to pre-hydrate)
 - Class purpose and expected outcomes
 - Please silence/put away electronics
 - Introduce Three Themes: Prevention, The Wilderness Ethic, Separation of girls and adults
 - Separation of girls and adults – why we do it
 - Possible: survey group to find out level of hiking/backpacking experience. It’s valuable to know the level of experience in your audience so you can better address questions throughout the day.
- Cover material for approx. 2 hours, then plan a break
- After morning break, continue with curriculum until completed
- Make clear the plan for the hike, how to get there, when you leave trailhead, hand out maps if not included in confirmation packet. Make sure everyone has your cell phone number, and everyone has a ride.
- Check out compasses to all who need
- Ask for assistance in returning the classroom space to better than original condition
- Head for trailhead

Day Hike

In Lead Trainer’s Daypack for the hike

- Youth/Adult Leaders Health History forms
- Group Permission and Over The Counter Medications forms (their Health History forms are in their first aid kits, unless you’ve asked for extra copies)

- WHC Patches
- Evaluations
- Hiker bee candy (or pass off to willing Youth Leader)
- Hiker Bee
- News clippings (supplemental)
- ROSTER! Essential to roll call when you re-group at trailhead. Excellent to have phone numbers from roster if you have a trailhead no-show.

On the trail

- Break into hiking groups to lower the impact of your entire group on the trail
 - How many groups you break into will be determined by the number of Adult Volunteer/Youth Leaders you have helping you.
 - In a standard class of 25 participants, 3 hiking groups is ideal. Two girl groups supervised by an Adult Volunteer and led by a Youth Leader, and one adult group led by the Lead Trainer. This allows the girls to lead girls (with supervision), and the adults to get a behind-the-scenes tour of best guiding practices from the lead trainer. She can provide extra insight and have time to answer the adult questions while on the trail. Typically, the groups are close enough together (and within cell phone reception), so if an emergency arose we have plenty of resources.
- Start with wellness circle to discuss specific trail risks, personal well-being of each hiker, preparedness (water, food, clothing)
- Conduct hike as planned.
 - Some subjects are covered on the trail
 - Be sure to break for snacks/water/lunch where appropriate
 - Model the program to girls by allowing rotation of girls at lead position (with trainer assisting)
 - Model the program to adults by seeking information from girls on position, trail junctions, break times and soliciting answers from the girls, rather than dictating answers to questions they ask, where possible.
 - Be sure to make the map and compass a part of the hike. Encourage “thumbing” the map.
 - Complete all the subjects

After the hike

- Re-group at the trailhead
- Supplemental: read news clippings as a wind-down and to give closure to the day’s learning. Reading a few short rescue stories allows excellent Q and A: What went wrong? What went right? What can we learn from other’s mistakes?
- Youth Leaders conduct Hiker Bee (w/ candy), and adults can convene for final leadership advice, or topics that are more directed to adults (Wilderness First Aid, how to register for backpacking classes, online/offline map apps, etc.)
- Optional Peaches-and-Pits
- Evaluations/surveys – have girls and adults complete and return for patch
- Collect compasses and any other borrowed equipment
- Hand out patches
- Assure that all girls have a ride home before leaving the site

Finishing strong

- Debrief with your team:
 - If evaluations/surveys were completed, go over these with team. An hour at Starbucks evaluating the good, bad and ugly of the day allows for feedback for the entire team. Your group's input, as well as the participants' feedback, will help you all build a better class for the next time out.
- Be sure youth leaders have appropriate transportation home

VI. Mentor's Checklist

Adult Volunteer–Mentor Trainer Relationship

Adult Volunteering–Prerequisite to becoming a Council Trainer

Adult Volunteering serves as the foundation for beginning the process of becoming a Council Trainer. Experience helping with all aspects of a training – teaching topics, administration duties (checking people in, reviewing health forms), advising girls tactfully, letting girls lead and providing supervision – help tremendously when transitioning to the role of Council Trainer.

Working with different Council Trainers allows an Adult Volunteer to observe different teaching and organizational styles. When it comes to teaching your first class, you should already have a solid background in teaching and leading with the Mentor Trainer who is supporting your efforts.

The Mentor Trainer--

Mentoring a New Trainer requires a good rapport between the two individuals, and past experience working together. The mentor is going to help the new trainer deliver a class similar to her own, so both parties need to have a common vision of the end product.

A current **Council Trainer** will mentor a **New Trainer** by guiding that New Trainer through her first training – a Wilderness Hiking Course. This **Mentor Trainer's** ability to guide -- but leave the actual leading to the New Trainer -- will allow the New Trainer to grow and develop her own style while ensuring a quality class for the participants. If the New Trainer has enough Adult Leading experience, this transition to Council Trainer should feel seamless.

The Mentor Trainer's guidance spans the entire process of training–

- Advanced planning
- Trainer planning meeting
- Coordinating with Council
- Preparation of class materials & supplies
- Execution of the Wilderness Hiking Class
- Supervise post-class duties
- Trainer Evaluation and de-briefing session

And includes:

- Communications
- Insights
- Available and present in person for all steps in the process

This role of Mentor Trainer is a commitment to the quality and success of the GS Backpack Program. The Mentor Trainer must commit to being present at all meetings, training and hike.

Wilderness Hiking Class

Timeline, Procedure & Objectives Checklist for the Mentor

This timeline -- and the tasks -- coordinate with the Wilderness Hiking Notebook checklist

1+ year in advance

- Ensure your New Trainer has a copy of the Wilderness Hiking **Notebook**
- Ensure New Trainer has most current edition of Wilderness Hiking **Training Manual** (for participants) and Wilderness Hiking **Trainer Guide** (for trainers)
- Discuss with the New Trainer a date for her WHC that is mutually compatible
 - Determine WHC class and hike locations
 - Take the hike together to determine possible risks, potential 'outs', evaluate and discuss hike length and difficulty
- Ensure the class is listed for the next year's course offerings

Objectives: The New Trainer has a mentor (you), a guide (the WHC Notebook), and a date and location for her class listed on the next year's Backpack Program calendar schedule

6 months - 1 year

- Assist New Trainer with confirmation packet
 - Introduce her to Council program support
- Assist New Trainer with developing and personalizing her Wilderness Hiking Notebook, adding:
 - Maps
 - Email correspondence
 - Handouts for pre-meeting, class and evaluations
 - Spare forms (permission, OTC, HAHH)
 - Hike evacuation plan
 - Youth/Adult volunteer tools – meeting templates, names & contact info
 - Training spreadsheets, or similar organizing tools

Objectives: The Confirmation Packet is finished and sent to Council support. The New Trainer is adding to her Notebook copies of all your handouts, correspondence, and organizational tools. She has the contact information for potential youth/Adult volunteers for her class.

3 - 6 Months

- Meet and discuss the upcoming timeline, and the purpose and value of each phase. This helps the new trainer develop a training strategy. Analyze and share the training mindset and culture, and set the new trainer up with a foundation for her approach to the class, the adult/youth leaders, and the participants.

- Ask to be cc'd on all emails.
- discuss pre-meeting with YLs/ALs
- follow-up emails
- class preparations -- supplies, roster, keys, hiker bee candy, etc.
- class
- hike
- evaluations
- de-brief

Objectives: Your New Trainer has a timeline to follow, and understands how the culture of our program guides us in leading other girls and adults. She should understand how she will help girls lead, and still maintain the quality of information in her class. She'll understand how to get the most use from her Adult volunteers. She'll understand how to convey her knowledge to the participants on her roster.

4 Weeks

- Review roster with New Trainer
 - Note and share class composition -- ages, adult:girl ratios, numbers, troops, lonely girls -- noteworthy items that may affect how you create break-out groups
- Discuss need for pre-meeting (new youth/Adult volunteers) **or** planning email (experienced adult/youth leaders).
- Attend pre-meeting for YLs/ALs **OR** get cc'd on planning email
 - Offer assistance as necessary
 - Offer feedback on meeting afterwards
- Review Handouts with New Trainer, especially WHC Schedule
 - Check schedule for accuracy
 - Ask for cc when she sends handouts to Council for copying

Objectives: The New Trainer will understand all the information that can be gleaned from the roster, and how to utilize that information. She will have successfully completed her planning meeting, whether in person or via email. All topics and props will be assigned. WHC class schedule will be accurate, and all handouts will be sent to Council for copying.

2 Weeks

- Assist with packing WHC supplies in the Resource Center
 - Ensure New Trainer has all supplies necessary
 - Help procure needed supplies
 - Advise on how we manage dwindling supplies
- Be available for questions/concerns regarding upcoming class
 - Schedule a phone call to discuss, if necessary

Objectives: New Trainer's tub will be packed and ready for class. New Trainer will be nervous, but on schedule and ready to go.

1 Week

- Be available for questions/concerns regarding upcoming class/hike
- Consider hiking the trail with New Trainer to check conditions

Objectives: Keep the New Trainer calm

Training Day

- Arrive early to assist with all aspects of set-up
- Be on hand to answer questions, beam smiles of encouragement, and provide one deep, collective, calm breath with the New Trainer before the curtain goes up
- Listen -- help your New Trainer by letting her set the pace and run the show. You are the back up -- just like when she was adult leading for you. Let your New Trainer teach, and be tactful if something actually needs correction or modification.
 - Listen to all topics as if it were your class
 - Provide back up when New Trainer needs a bathroom break
 - Do whatever she needs
 - Follow Up: you know all the checklists for the class/hike. If something's missing (e.g. taking the roster to the trailhead, or collecting the compasses) make sure it happens

Objectives: Give this class the same respect you have for your own classes. Be there, listen closely and be mentally present, be encouraging, and stay behind the scenes unless called on to act by the New Trainer. The New Trainer should come away knowing the class is organized, well-presented, and the participants are getting an excellent class.

Finish

- Review evaluations together, either at the end of the day or after the class
- Take time to de-brief the New Trainer.
 - What worked for her?
 - What didn't work for her?
 - What does the New Trainer feel like she needs more help with?
 - Share your insights and constructive feedback
- Ensure all materials -- compasses, key, roster, gear -- are returned to Council in a timely manner and in excellent condition

Objectives: Help the New Trainer process what she has accomplished, be a good sounding board, and give her scope for planning her next class. Pass along our own LNT ethic of making sure all gear and materials are returned in good condition to their rightful place.

VII. Youth Leader Milestones and Progression

This section is added to assist the WHC Trainer in working with and developing leadership skills in the Youth Leaders that collaborate with you in teaching the course and leading the hike.

Youth Leader Milestones

Our girl backpackers are the best representatives of our program. They are capable and vibrant. Giving them the opportunity to progress into training develops their leadership skills and reinforces their backpack knowledge and skills. Their involvement – teaching, mentoring, leading – is what dovetails the hiking and backpacking program with the Girl Scout Mission, the Girl Scout Leadership Experience, and the concept of developing girls of Courage, Confidence and Character.

The following milestones are the skills and abilities our Youth Leaders are developing as they gain experience teaching as equals alongside the adults in our program.

Begin

- Completion of BBC

Youth Leader in a WHC

- Teaches 1 or 2 favorite subjects
 - Can cover a topic with some assisted input
 - Can cover a topic thoroughly on her own
 - Can cover a topic thoroughly and dynamically, with an interactive component
- Demonstrates excellent presentation skills (coherent, thorough, interactive)
- Teaches many different topics and continuously improves the topic delivery
- Able to teach, understand and apply personal wilderness experiences to all topics

Mentoring Skills

- Is a positive role model. Demonstrates appropriate behavior and conversation
- Able to talk comfortably with participants
- Is helpful and kind -- a good Girl Scout sister
- Demonstrates poise with girl/girl and girl/adult interactions

Wilderness Skills

- Learns the skills associated with the WHC curriculum
- Shows competency performing all skills associated with the WHC curriculum
- Shows competency teaching all skills associated with the WHC curriculum
- Continues to develop personal hiking/backpacking skills on the trail

Classroom Helping Skills

- Classroom set-up
- Setting up and breaking down Kit Assembly tables
- Door greeter and sign in
- Assists with the flow of the class – setting up, assisting, and breaking down topics/props as needed, helping others get organized, assisting participants and trainers as needed

Trail Leadership Skills

- Takes responsibility for hike group leadership ensuring safety and fun
- Demonstrates responsible youth leadership in her group
- Demonstrates responsible trail skills and etiquette
- Can initiate a health and welfare circle at the beginning of the hike
- Engages all girls in her hike group
- Can deliver trail topics thoroughly
- Provides guided leading opportunities to girls in hike group

Guiding and Safety Skills

- Understands how everyone's actions (including her own) affect the safety of the group
- Demonstrates good judgment
- Promotes prevention as a means to safety
- Stays calm and reliable under pressure/in emergencies
- Is proactive and pays attention to the needs of her participants and volunteers

Girl Scout Backpack Program Culture

- Demonstrates understanding of the Wilderness and Leave No Trace Ethics

Helpful Personal Attributes

In order to be an effective leader, one needs to develop a baseline ability with the following:

- Organizational Skills
- Patience
- Leadership skills
- Can-do attitude
- Competency and confidence based on experience
- Diplomacy and tact—Understanding when to inject humor into the material and when to get serious
- Humility—knowing that you don't know everything
- Good rapport with adults (male and female) and girls
- flexible—adaptive to changes
- Pro-active—being aware and on top of one's situation
- Ability to give and receive feedback in a constructive manner

Youth Leader Expectations—These expectations are shared with Youth Leaders.

Our **Youth Leaders** are the very face of the Girl Scouts San Diego backpack program. As a Youth Leader, you represent the strength, character and integrity we develop in our girls. You are a mentor for other girls, an educator of outdoor skills and knowledge, and a wilderness leader. These are big boots to fill.

We have high expectations of our Youth Leaders, and we Council Trainers are committed to providing the support, encouragement, and learning you need to be effective. We want you to have the time of your life out here, but we also need you to be effective, responsible, and well-prepared for your role as a youth leader.

You are a mentor:

- Be **responsible**: You will be an enormous influence on the behavior of others, so demonstrate the kind of behavior we want to see in all our participants. Role model LNT, wilderness ethic, and your overall love for the outdoors.
- Be **positive**! Please don't frighten or scold our learners into doing things right, but encourage them through positive engagement.
- Be **prepared** with all your gear for all trips and hikes. This readiness shows others that it's not cool to forget your map, or leave gear at home.
- Be **engaged**: visit with the lonely girls, hang out with the adults, laugh, and play games with 7 girls in a tent. Have fun!
- Be **safe**: Be aware of your surroundings at all times and use your knowledge to proactively avoid danger. Understand the safety management plan and role model safe behaviors.
- Be **discrete**. Refrain from discussing political positions, religious ideologies, personal/romantic relationships, drug and alcohol use, or similar sensitive topics with participants. Remember, we're here to hike and backpack. Please use **discretion** in your conversations and actions.

You are an educator:

- Continue to learn—by increasing your skills and knowledge of the outdoors, hiking, and backpacking, you become a better teacher. Continue to get on-the-ground experience in all areas of our training.
- Be prepared with all your teaching topics. Read, research, and pull from your experiences.

- Check your emails! We're counting on you to communicate with us, return emails or texts. Help us help you—what's the best way to get hold of you?

You are a leader:

- You can take charge and be nice about it
- You arrive on time
- You help set up and break down before, during and after classes
- You are helpful with tasks as they come up
- You're respectful and engaged – no electronics or side conversations in the class (take it outside), and you listen to all topics
- You look after your fellow hikers on and off the trail

Remember:

- Don't be too bummed out about mistakes, they happen. Learn and move on.
- Your trainer (and the rest of the group) will support you in every way.
- Be open to the fact that some youth and adults might have much more or much less experience than you. We're all at different levels. Respect experience in others, however, remember you are the one in charge of your topic.

VIII. Closing Comments

Thank you!! Your time, energy, commitment, knowledge, experience and dedication provides girls and adults an opportunity to learn and participate in an awesome outdoor experience. Thank you!!

APPENDICES

Best Use of Materials: Transfer these templates in the Google Drive to your **Volunteer Folder**. Then you can modify them any way you want and keep them for your future use.

Wilderness Hiking Course Schedule – Sample 1

8:30	Intro and Welcome Big Day! outcomes, introductions, electronics (airplane mode), separation, survey, handouts, housekeeping items	Val and Co.
8:45 - 9:00	10 Essentials Plus: Relay game, itemize and explain (page 3) A. To Find Your Way B. In An Emergency C. For Your Protection	Allison
9:00 - 9:15 Karen	Boots and Socks (page 4) A. The Right Sturdy Shoe B. Athletic Shoes vs Boots C. A good fit (inserts)/ boot care D. Socks 1. Why not cotton? 2. Wool, etc. 3. Liners	Micaela and
9:15 - 9:30	First Aid: Blisters and Tick Bites (page 17)	Sue and Val
9:30 - 10:00 Val	Map and Compass (page 9) A. Reading topo maps 1. contour lines, colors, compass points 2. put together model 3. Learn to visualize your hike before you go from info on the map B. Basic compass (handout)	Karen and
teach)	<p>Activities:</p> <ul style="list-style-type: none"> * Find compass points on map *Orienting the map <ul style="list-style-type: none"> 1. Check declination bottom left corner on map 2. Adjust compass (-12 degrees in San Diego County) 3. Align edge of compass with straight edge of map 4. Turn the <i>map</i> (not the compass) till “red’s in the shed.” *What do you expect to see? Visualizing the map details *Trace and highlight our trail for day hike (Breakout groups) <p>C. Map Resources</p>	(Group
Break		
10:10 - 10:20	First Aid: Hypothermia (what it is, symptoms, prevention) (page 18)	Danell
10:20 - 10:40 Allison	Hiking Clothes (page 5)	Micaela and

- silk
 A. Hiking wardrobe relay (3 tubs and lines/pins)
 B. Fabric choices: Why not cotton? Synthetics, Natural fabrics that wick: wool,
 C. The layering system: base layer, mid-layer, insulation layer
 D. Checking the weather to plan the wardrobe
- 10:40 - 11:00 First Aid: Dehydration and Nutrition, Heat Exhaustion, Heat Stroke** Sue
 and Bob
 (what it is, symptoms, prevention) (page 18-19)
- 11:00 - 11:10 Hiking hygiene: Leave No Trace in the Bathroom (page 8)**
 Sarah
 A. Where to go?
 B. What to do with the trash?
 C. That time of the month
 D. Washing Up
- 11:10 - 11:40 Daypacks (page 6 - 7)** Bob
 and Sarah
 A. Selecting a good backpack (what's good, what's not, nice features)
 B. Packing by kits (*activity*)
 C. Show and tell the 3 kits
 1. Make a first aid /foot rx kit
 2. Make a hygiene kit
 3. Make an emergency kit; Discuss Responsibility re: matches
 4. Pack your pack
- 11:40 - 12:00: Injury Prevention (page 15 and 16)** Danell
 A. Proactive actions: check w/ doctor, get in shape, trekking poles, pay attention, key risks and concerns, review health history of your group and put forms in first aid kit)
 B. Safety Devices
 C. Today's hike: key risks/concerns, prep for hike Val
- 12:00 - 12:30 Lunch (Sunscreen; water in everyone's pack for afternoon hike)**
 12:30 Re-group before leaving on hike
- 1:00 - 4:00 Day hike**
 **** Quick health check: epi-pens/allergies, inhalers/asthma, anything life threatening
 we need to know about. Hike and thumb the map. On the trail discuss:
 Trail Dangers — Identifying key risks and what to do/not to do (page 21 - 22)
 A. Mountain lions / black bears
 B. Snakes
 C. Poison oak
 D. Lightning
 E. Stranger Danger
 F. Electronics

Trail Travel Rules (page 23)

A. Leave No Trace

1. Stay on the trail, switchbacks
2. Leave what you find
3. Respect wildlife
4. Be considerate of others (rights of way)

B. Wilderness Ethic: A Good Hiker Looks After Her Partner(s)

Lost and Found (page 24 - 25)

A. What to do if you get lost

B. Staying Found

1. In-town contact
2. Stay with your group
3. Always re-group at trail junctions
4. Review the map before you hike
5. Thumb the map while you hike
6. Trail signs: Find them on the trail (ducks, trace trails, signs)

4:00 After Hike: Girls: Hiker Bee, Adults: Leadership, Map resources, Safety devices;
ALL: Evaluations and Patches, Collect Compasses

WHC Training Time Schedule – Sample 2

Subject	Handbook Page	Time	Speaker
Introduction/Welcome		8:30-8:45	All
10 Essentials Plus Two	3	8:45-9:00	
Boots and Socks	4	9:00-9:15	
First Aid: Blisters and Ticks	22	9:15-9:25	
Hiking Clothes	5	9:25-9:40	
First Aid: Hypothermia Heat Exhaustion/Stroke	23 23-24	9:40-9:55	
Map and Compass	9-16	9:55-10:20	
<i>Break- Knots</i>		<i>10:20-10:30</i>	
Daypacks	6-7	10:30-10:40	
Kits	7	10:40-11:10	
Hiking Hygiene	8	11:10-11:20	
First Aid: Snake Bites	27	11:20-11:30	
Trail Dangers	26-28	11:30-11:45	
Trail Travel	29	11:45-12:00	
Staying Found	30-31	12:00-12:15	
<i>Break – Trail Signs (eating “sticks and stones”)</i>		<i>12:15-12:25</i>	
First Aid: Dehydration	23	12:25-12:35	
Nutrition	19-21	12:35-12:45	
Injury Prevention	17-18	12:45-12:50	
Safety Devices	32-33	12:50-1:00	
Resources	35		
What Comes Next	34		
Lunch and Jeopardy		Until 1:30	

On Trail:

More Map and Compass work

Hiker Bee

Sample Emails to Participants

Hi, Wilderness Hikers,

You are registered for my January 24th Wilderness Hiking Class at Balboa/Mission Trails. This class is less than 2 weeks away, and I want to make sure everyone listed on my roster is ready to go.

This is an extremely popular class, and many of you know that these classes sell out very quickly. I have several individuals who are on the waitlist for this class. If you (or members of your troop) cannot attend this class, please let me know **immediately** (or, you can contact our outdoor registrar at camp@sdgirlscouts.org). I would love to make room for waitlisted girls/adults if there's room on the roster.

Thank you so much!
Your name here!

Hi there,

You are signed up for my Wilderness Hiking class this coming Sunday, January 24th. I have a full roster, and 8 Youth and Adult leaders assisting me with the class -- we're an enthusiastic bunch and we're really looking forward to a great training day with you.

Here's some information that will help you prepare for my class:

- Confirmation Packet: you will have received this email packet from our outdoor registrar. This packet outlines everything you need for the day's training. Please read the packet through carefully and bring it (and your completed paperwork) to class. If you did not receive the packet, let me know and I'll send it to you right away.
- Paperwork: **Everyone needs to bring their paperwork. Everyone (adults and girls) will bring a completed High Adventure Health History Form. All girls need to also hand in a completed permission form and OTC Meds form.**
- Please arrive at 8:15 a.m. -- I am committed to beginning and ending my training on time. Help us out by arriving early so you can settle in and be ready to start promptly at 8:30.
- **Weather:** The forecast for Mission Trails is a low of 39 and a sunny high of 64 degrees. Saturday is supposed to bring some afternoon showers, so I would expect the trails to be muddy on Sunday. Please bring an umbrella and poncho/waterproofs, just in case we need them. We can always leave them in the cars. Also do remember the sunscreen and hat.
- Transportation from Balboa to Mission Trails: After the classroom portion of the training, we'll be headed to Mission Trails for our hike. Please let me know if your daughter needs a ride between the venues. Pick-up time will be 4-4:30 p.m. at Mission Trails: The Mission Dam Trailhead at the end of Father Junipero Serra Rd. Directions are given in your confirmation packet.

Please don't hesitate to contact me if you have any questions. Otherwise, I look forward to meeting all of you Sunday morning.

Cheers!
Your name here!

Sample Email to Youth/Adult Leaders, Setting up Planning Meeting

Hi all,

I am hoping that all of you are still on board to help me out at my Wilderness Hiking Class on 1/29. It's been some time since I've spoken to some of you, so I want to make sure you are still available to help me train.

I will have a planning meeting to coordinate our training team on 1/17, 7 p.m. (location TBA). This will give me the opportunity to get the newer trainers oriented, plus have our whole group connect as a team and put together a great class.

Please let me know if you're good to go, and if that planning meeting will work for you.

Thanks so much for your offer to help. This will be a very big class 25-27 people, so I'm very happy to have your help!

Talk to you soon,
Your name here!

Sample Email to Youth/Adult Leaders, in Lieu of Planning Meeting

Hi all!

Thanks for volunteering to help teach my Wilderness Hiking Class on January 24th. We're a small group (and mighty!), but I don't think we'll grow any larger.

Since every one of us has taught this class before, we can plan just fine via email. Please let me know which morning topics below you'd be happy to teach (and please give me at least 3 choices so I can assign all the topics).

Regarding the afternoon hiking topics, typically this is covered entirely by our youth leaders. Since we only have 2 YLs (Allison and Micaela), each will lead a hiking group of girls (with adult leader supervision), but our ALs will probably want to help the youth leader by taking half the topics. We can divide these topics up on the fly during the hike, since we're all well-versed on the information. Still, I've included these topics below for your reference.

Please have your topic requests to me by **Sunday, January 10th**. I will then send you a final copy of the schedule with your assigned topics, contact info for your possible topic buddies, and the confirmation packet so girls can fill out their permission slips and all of us can update our Health History form. Please let me know if you need another copy of our Trainers' Manual, to help you plan your topic.

Thank you so much,
Your name here!

Classroom Topics

1. 10 Essentials Relay
2. Boots
3. Socks
4. Maps
5. Compass
6. Hiking Clothes relay
7. Hiking Hygiene w/ Barbie
8. Daypacks—pros/cons of different models
9. Daypacks—How to pack by kits (show and tell 3 kits)
10. Injury Prevention
11. First Aid: blisters and tick bites
12. First Aid: Dehydration, Heat Exhaustion, Heat Stroke
13. First Aid: Hypothermia

Afternoon Hiking Topics (Just FYI)

1. **Trail Dangers:** Mountain lions/bears, snakes, poison oak, lightning
2. **Trail Travel:** Leave No Trace (Stay on the trail, leave what you find, respect wildlife, Rights of way) and the Wilderness Ethic
3. **Lost:** What to do if....
4. **Found:** In-town contact, Stay w/ group, Re-group at junctions, Review map before you hike, Thumb the map while you hike, Trail signs

Sample Email to Youth/Adult Leaders, after Planning Meeting

Hi gals,

Thanks so much for volunteering for the 1/25 Wilderness Hiking Class. This will be an awesome team, and I'm always excited to have new youth leaders come on board.

Here is a list of topics/trainers for our class, and props (I like to print and highlight, so I can use this as a packing list):

- 10 Essentials: Allison and Isabella -- each will bring a tub of essentials and decoys, and so will Val. You need to decide still who will introduce the topic, and who will review the 10 +2 after the relay.
- Boots and Socks: Marina and Sue W. -- please email each other to divide the topic/props in advance of the class
- Blisters and Ticks: JoAnn
- Maps: Isabella -- Val will bring Laguna model and maps

- Compasses -- Val (who will have said compasses)
- Hypothermia: Sue F.
- Hiking Clothes: Amy and Andrea -- Amy will have 1 tub; Andrea will have two. Decide who is presenting the scenario and who is talking about the vocab (wicking, etc.), and who is

analyzing the groups' efforts.

- Dehydration, Heat Illnesses: Sue F.
- Hygiene: Marina (Val will have Barbie, trowel, etc.)
- Daypacks: Andrea (will bring a variety for show and tell)
- Kits: Amy (will bring 3 examples, or use those that Val will have)
- Injury Prevention: Val

On the day hike --

Sue F., and JoAnn, with Andrea, Isabella and Amy

Sue W. and Bob, with Marina and Allison

Val: w/ adults

Day Hike topics:

- Mountain Lions: Marina/Isabella
- Snakes: Marina/Amy
- P. Oak: Allison/Andrea
- Lightning: Allison/Andrea
- LNT - Stay on trails: Allison/Isabella; Leave what you find: Marina/Andrea; Respect wildlife: Marina/Amy; Rights of way: Allison/Andrea
- Wilderness Ethic: Allison and Marina/Andrea
- What to do if you're lost: Allison/Isabella
- Found – In-Town Contact: Allison/Andrea; Stay w/ group: Marina/Amy; Trail junctions: Allison/Isabella; Review the map: Marina/Andrea; Thumb the map: Allison/Isabella; Trail signs: Marina/Amy

Sample Email to Youth/Adult Just Prior to Class

Hi Wilderness Hiking trainers,

I've attached the confirmation packet for this Sunday's class. Minors: please bring a copy of the permission slip.

RE: Health history forms

Usually I collect these from all my trainers for each class. If you have your health history form in your 1st Aid Kit (and you should, right?), then I don't need you to bring an extra copy along for me. If you don't have a **current** copy of your Health History form in your 1st aid kit, then it's definitely time to do that!

Carpools:

I have Amy and Micaela meeting at my house at 7 a.m. Allison, are you all set for a ride?

Props:

I just want to be sure the following people have all the tubs/props they need for their topics. Please email me back to let me know you're all set: Allison and Amy (3 tubs Essentials); Andrea and Micaela (3 tubs clothes), Andrea (string backpack and lightweight backpacking day pack)

I think the rest of you are all set, but let me know if you need anything else.

Snakes:

They sure are out. I want to talk about some trail safety ideas when we powwow Sunday morning.

Weather:

Hot and sunny, so pre-hydrate on Saturday and be ready to cool off the participants with wet bandanas

See you Sunday, folks!

Your name here!

Wilderness Hiking Course Evaluation – Adult

1. What did you like about the training?
2. What didn't you like about the training?
3. Was there any material that you did not understand, or you wish would have been presented?
4. Were you left with any questions about how to get you or your girls on the trail? What are your questions?
5. Would you consider becoming a Wilderness Hiking trainer?
6. Any other comments?

Name/Troop # (optional)

Wilderness Hiking Course Evaluation – Girl

1. What did you like about the training?
2. What didn't you like about the training?
3. Was there any material that you did not understand, or you wish would have been presented?
4. Would you consider becoming a Wilderness Hiking youth trainer?
5. Do you have any other comments?

Name and Troop # (optional)

Hygiene Kit

Quantity	Item
1	Kleenex Tissue Pack
2	Individual Wipes
1	Sandwich sized Ziplock bag (for trash)
1	Paper bag – to use as a discreet outer bag for your trash

Put All Items in 1 Quart Ziplock Bag

First Aid Kit

Quantity	Item
1	Moleskin 4 x 4
1	Antiseptic Wipes
1	Ace bandage
1	3 x 3 Gauze
1	2 x 2 Gauze
6	Band Aids
2	Non-latex Gloves

Please Add: Your High Adventure Health History Form
Important Meds: Inhaler, Epi-pens, pain relievers, etc.

Put All Items in 1 Quart Ziplock Bag

Emergency Kit

Quantity	Item
1	Space Blanket
1	10 feet nylon cord
1	Whistle
1/2 Stick	Firestarter
8	Strike Anywhere matches in Ziplock bag (waterproof)
1 Sheet or 3 ft. strip	Duct Tape
1	Pencil
1	Needle and Thread, held on 3/x 5 card
2	Safety Pins

Put All Items in 1 Quart Ziplock Bag

Wilderness Hiking Course Council Inventory

Item	Quantity
Emergency Kit	
Space Blankets	25
10' Rope — already cut	25
Whistle	25
Firestarter	25 sticks
Strike-Anywhere Matches	1 (250 count) 8 matches/ person
Sandwich Sized Ziplock	25 (1/person, for matches)
Duct tape	2 rolls (cut as needed)
Pencils	25
Needle & Thread	25 w/ 2 yards thread
Safety pins	50 (2/person)
3 x 5 cards	75 (3/person)
Hygiene Kit	
Kleenex tissue packs	25 (1/person)
Sandwich-sized Ziplock bags	25 (1/person for trash)
Individual Wet-Wipes	50 (2/person)
First Aid Kit	
Moleskin — prepared strips	25
Antibiotic cream packets	75 (3/person)
Antiseptic wipes	25
Ace bandages (3" x 5")	25
3x3 gauze (individually wrapped)	25
2x2 gauze (individually wrapped)	25
Band Aids	150 (6/person)
Non latex gloves	1 box Medium, 1 box Small (2 gloves/person)
Ziplock Bags	
Quart-sized Ziplocks to hold 3 - 4 kits	2 boxes (54 count)
Sandwich-sized Ziplock bags (50/class, extras will move into next class inventory)	1 box (125 count): 1 bag for hygiene kit - trash 1 bag for Strike Anywhere matches

ADDITIONAL COMPASS DEFINITIONS AND SKILLS

Topographical Maps

It is essential that one develops superior map-reading skills to be an effective navigator in the back country. Once you can effectively interpret a topographical map, your compass becomes a far more valuable tool, offering you the necessary precision to travel far and wide.

Basic Map Interpretation

Here's how to interpret the valuable information you can find on your topo map.

Compass Points

The **top** of your map is: **North**

The **right** side of your map is: **East**

The **left** side of your map is: **West**

The **bottom** of your map is: **South**

Colors

Blue: Water (variations include seasonal streams/ponds, glaciers, swamp, waterfalls....)

Green: vegetation (chaparral, forest)

White: landscape without trees or water (rock, sand, meadow)

Black: man-made features

Red: primary and secondary roads; land survey marks

Brown: Contour lines

Contour Lines

Contour Lines: The brown lines on your topo indicate the elevation above sea level. Think of each line as a closed loop. If you followed the line in the real world, you wouldn't go uphill or downhill; you would stay at the same elevation. Contour lines allow you to interpret the terrain. Lines that are close together represent quick elevation changes — steep terrain. Contour lines that are farther apart indicate less elevation differences — flatter terrain. Contour lines also show you the shape of the terrain: ridges, peaks, plateaus, gullies, etc.

Contour Interval: The distance between each line is indicated on the bottom of your map, near the scale of miles. On a 7.5-minute topo, which provides the best detail for hikers, the interval will be 40 feet or 20 meters.

Index Line: This thicker, dark brown contour line measures increments of 200 feet (or 100 meters) on a 7.5-minute map.

Scale of miles

This ruler measurement is found at the bottom center of your topo map, and will give you a way to measure distance. Here are two ways to figure out how far you're going to hike (or, "how much farther till we get back?!) using your scale of miles.

String Trick: use the string from your compass. Wind the string along the trail on your map to cover the distance you'll be traveling. Compare the length of string you measured on the map to the scale of miles, and *voilà* — there's the mileage.

Using your pinkie: this is much less precise than the String Trick, but can give you a ballpark estimate. Measure your pinkie finger against the scale of miles — note where the mile marker compares against your pinkie. Move your pinkie along the trail on the map to get a very broad estimate of the distance you'll be traveling.

Conquering Map Skills

Learning to read topo maps, and to be able to interact with the information on the map, is really rewarding. Nothing gives you a sense of self-sufficiency like being able to navigate accurately through the wilderness using your map and compass. Map reading and navigating by compass aren't difficult skills, but it takes practice and familiarity to develop your skills.

At Home

The 3-D effect: Learn to see mountains and valleys, stream beds, ridges, passes, and other physical features by studying topo maps in the comfort of your living room. Maps drawn with shade-relief make this skill easier to learn.

Pre-planning your trip: Topo maps and guide book in hand, you can excel at planning and preparing for your trip (LNT). Studying your maps ahead of time lets you develop a reasonable travel itinerary that works for your entire group.

Highlight your trail/route in a bright color

Observe the elevation gains and losses on your route

Measure distances using a string (following your route) and measuring against the scale of miles found at the bottom of the map (or baseplate compass edge)

Note any obstacles on your route: stream crossings (high water?), high passes (lingering snow?), steep terrain

Base your itinerary on this information, and plan your meals and gear accordingly. Will you want water crossing shoes? Need a cold breakfast one morning to accommodate an alpine start before climbing a nearby peak?

In the Field

Orient Your Map: When you arrive at the trailhead, or at the start of each hiking day, always take time to sit down and orient your map to magnetic north. By aligning your map with the real world, you will be able to look around you and see the local landscape featured on your map. Both on the map and in your field of vision, find your location, and note nearby features like trails, streams, lakes and ridges and peaks. Consider other nearby features on your map that you can't see right now (a nearby lake, for example) and point in the direction you would have to go in order to get there. This kind of stationary interaction with your map builds outstanding navigational skills, and gives you an accurate sense of where you are, what you see on the map, and what you see in the real world.

Thumb The Map: Keep your topo handy, and refer to it frequently throughout the day. The more time you spend looking at your map and noting your progress, the savvier you will be in map-reading. As a trip leader, periodically make sure your whole group can point to where they are. A good time to check is at the trailhead, trail junctions, and significant landmarks such as creek crossing, passes, peaks and campsites.

Play With Your Map: Take out your map and compass at rest stops and lunch, and spend a little time orienting your map, and taking bearings on various landmarks around you.

Follow A Handrail: A handrail is an orienteering term for any long feature (natural or man-made) that you can follow to your destination, or that will head you off and stop your forward direction. Good

examples are creeks, canyons, trails, roads, ridges — you can follow any of these features to reach your destination, or any one of these features can cross your path and alert you to a desired change in direction.

The Big Question???

Q. Why is it important for your map to be oriented to Magnetic North?

Because your compass is influenced by the Magnetic Pull of the Earth. The compass needle is pulled toward Magnetic North, but your map is oriented to True North. If you don't correct this, your navigation will be off — in San Diego — by 12 degrees.

Orienting Your Map to Magnetic North 12 (San Diego Declination)

Set your map on the ground.

Subtract 12 degrees from North (that's rotating your compass dial to 348 North).

Align the edge of the Baseplate with the edge of your topo. The Direction of Travel Arrow must point to the top of your map (north). Now, rotate the map and compass together until the red Magnetic Needle is floating in The Shed.

Your topo map is now oriented to Magnetic North, and is aligned with the real world. You're ready to navigate!

Understanding Magnetic North

True North is located at the top of your topo map. Your red, magnetic compass needle, however, points to Magnetic North, a shifting location up in the Arctic Circle. In order to navigate accurately with a compass, it's important to understand — and correct for — the difference between the two points.

Declination

This is the difference between True North (the top of your map) and Magnetic North (the pull of your compass' magnetic needle). The declination is drawn with an angle on the lower left corner of your topo map. Because your compass is influenced by the magnetic pull of the earth, you need to adjust for this angle when you are taking bearings off your map.

Compass Skills

Handler's Tips:

When using a compass, keep the compass pointing perpendicular to your body.

Always make sure the Direction of Travel Arrow is pointing away from you, or all your bearings and directions will be backwards.

Remember, your compass responds to magnetic forces. You can get false readings if you are working over metal (campsite tables are a regular culprit.)

Compass Vernacular and How-To:

Bearings: A bearing is a compass direction. You can follow a bearing, take a bearing from a topo map, and take a bearing in the field. By taking a bearing off your map, you are pulling travel directions

off the map and loading that onto your compass. You can follow that bearing to whatever point of interest you care to reach, using your map to interpret the terrain along the way.

To take a bearing in the field, point the Direction of Travel arrow on your compass toward a point of interest, such as a peak. Rotate the dial, and put the 'red in the shed.' The resulting number at the top of your compass is your bearing.

To take a bearing from your map, first orient your map to magnetic north. Align the side of your compass with 2 points of interest, for example, your location and Mt. Spencer. Your location is at the bottom edge of your compass, and Mt. Spencer is at the travel arrow end of your compass. Put 'red in the shed' and the resulting number at the top of the compass is your bearing.

Follow a bearing: A more advanced skill, and most easily learned in open terrain (above treeline, for example) this is using the bearing as a destination. Once you've taken a bearing off your topo, you can follow it to your destination. Say you're at Muir Lake, and you've got the bearing to nearby Cottonwood Lake #1 on your compass. Stand up, put 'red in the shed,' and look where your travel arrow is pointing. If you can sight a big feature, say a peak in the background, you can put down your compass and just follow a logical route toward that peak, knowing that you'll arrive at Cottonwood Lake between your starting point and the peak. If you don't have a big feature use as a marker, then you will sight on something closer. When you reach that point, you will sight again on a farther location, repeating this step until you reach your destination.

Triangulation: This allows you to determine your location by taking bearings — and drawing corresponding lines on your map — from two prominent landmarks, then finding the intersecting point — you! Another variation is to take a bearing off a known peak, and intersect it with your trail. The intersecting point is your location.

Recommended Reading: "Be Expert With Map and Compass" by Bjorn Hjelstrom. This outstanding "how-to" handbook will give you plenty of support as you learn to use a map and compass more effectively.

GPS units are valuable navigating tools, but they don't replace the need for a map and compass. Your ability to read a map and use a compass will never depend on battery life or satellite reception. Also, a full-sized 7.5-minute topo map allows you to see the big picture when you're in the back country.

Every person in your hiking group should have their own trail map. The Tom Harrison maps usually cover a larger area and include mileage. As a group, you should invest in 1 or 2 copies of all the 7.5-minute topos that cover your trip. A 7.5-minute map allows for the best precision in navigation.