

Outdoor Adventure Club Program



An Introduction
to Outdoor
Recreation for
Junior and
Senior High
Schools on
Prince Edward
Island

The Outdoor Adventure Club Program

The Outdoor Adventure Club is a program designed for Junior and Senior High School students across Prince Edward Island. Through this initiative students will engage in physical activities in the outdoors, gain an appreciation for their natural environment, and learn more about themselves and their fellow classmates. Through regular involvement in adventure activities, students learn to take risks and identify opportunities for themselves now and in the future.

Traditionally, adventure opportunities can incorporate anything from snowshoeing to canoeing. Through the school based Outdoor Adventure Club, our hope is that students and teachers will choose the activities that best suit their respective school.

Through the Outdoor Adventure Club, students will participate in activities that will engage both the mind and the body. Through a series of program modules, students will actively participate in adventure games that will enhance cooperation, communication, problem solving, teambuilding, leadership, and movement skills. These games are designed to be conducted outside but in the event of inclement weather; they can be adapted to take place indoors.

The number of modules your school chooses to undertake depends on the amount of time and resources the school wishes to allocate toward the program. In the beginning, it is important that a leader be designated to oversee the management of the Outdoor Adventure Club. Whether the leader is a teacher, student, or community member – the leader will ensure that the interests and needs of the group are met.

Outdoor Recreation Modules

We have identified a list of possible activities for an outdoor Adventure Club at your school. These are:

- Introduction to Outdoor Recreation
- Snowshoeing
- X country Skiing
- Downhill skiing
- Skateboarding
- Orienteering
- Winter camping/survival skills
- Canoeing
- Kayaking
- Snowboarding
- Mountain biking
- Hiking
- Rollerblading
- Wind-surfing
- Bird-watching

Outdoor Adventure Club Program

The PEI Active Living Alliance will help to provide support in terms of identifying potential “experts” in a specific field of outdoor recreation. This could be someone within your school community that regularly participates in the activity and is willing to volunteer his/her time to the club.

The adventure games incorporated within this manual are intended to provide a transition into the outdoor activity (i.e. hiking). These games aim to create a sense of community and cohesiveness within the group. They are also intended to get both the mind and body moving before they set out on their outdoor adventure.

Outdoor Adventure Club Promotions

Within your Outdoor Adventure Club package exist a number of promotional tools that can be used to promote your Outdoor Adventure club in the school and the community. Posters, morning announcements, and posting a note in the community or church bulletin will help you attract the students (and perhaps community members) that might benefit from involvement in the program.

The Outdoor Adventure Experience:

The essence of a successful outdoor recreation program involves using the process of facilitation to run each club meeting. As the leader, be playful and model a sense of enthusiasm and enjoyment. Outdoor adventure opportunities encourage students to take risks and make personal decisions. Decisions and opinions of club members should be heard and respected by each member of the club. Through the Full Value Contract activity at your first meeting, your Outdoor Adventure Club will establish values, desired behavior, and norms that will provide the foundation for your club.

Safety First!

It is important to know as much as you can about your club members, especially when it comes to matters of health and safety. Please find in the appendix A member information form. Ensure that these forms are filled out and kept in a safe location.

Introduction to Outdoor Recreation



Breaking the Ice

Lesson A Suggested Format:

Explain the intent of the Outdoor Adventure Program; *to introduce students to a variety of outdoor recreation opportunities in their school and/or community and to have FUN!*

Play 'Have you Ever'...

- Procedure: have club members form a circle
- Choose one student to stand in the centre. This person starts by asking the whole group a question about themselves. He/she will ask: Have you ever...
 - Been to Cavendish?
 - Played a game of Bocce?
 - Saw the windmills at North Cape?
 - Hiked a trail?
 - Gone fly fishing?
 - Eaten an oyster?
 - Biked on the Confederation Trail?
 - Performed in a play?
 - Skateboarded?
 - Downhill skied?
- Use these ideas only as suggestions, students can come up with their own ideas.
- If a student has done the activity in question, he/she races to exchange spots with someone else that also did the activity. The person in the middle tries to steal one of the empty spots while the other students are exchanging positions. Whoever is left becomes the caller in the middle.

Bumpity-Bump

- In a circle, have participants introduce themselves. Start the game by having the leader stand in the middle, approach a member in the circle and say “Right! Bumpity-bump-bump-bump!” (or “left”, “me”, “you”) in which case the chosen member must state the name of the person standing to their “right” before the leader finishes the last “Bump!” If this is accomplished, the leader must move on to someone else... if not, the member must take the leader’s place in the middle and continue the game. Options- add more people to the middle of the circle and/or allow players to switch places within the circle once and a while.



Full Value Contract

The Full Value Contract

- Explain to the group that in order for any group to work successfully together, certain expectations need to be established.
 - Through the Full Value Contract, each member of the group will be encouraged to contribute a value that he/she feels should be incorporated into each group function.
 - For example, one member may want “respect” to be present at all times, another may want a “sense of fun” to be always present.
 - Before these values are established, have the group decide together on an object that might represent the group. This could be a tree, a tent, snowshoes, a heart, etc.
 - Once the expected values are placed on the inside of the object, a list of undesirable behaviors is placed on the outside of the object.
 - By each group member signing the FVC, he/she becomes committed to adhering to the values established. Ask the group how they intend on staying committed to their Full Value Contract. If these are broken at any time, the group must refer back to the FVC and be reminded of the values they developed.
- Note: Project Adventure developed 6 values that provide the fundamental values that should always be present with each Full Value Contract. These are: ***Be Here, Be safe, Set Goals, Be Honest, Let Go and Move On.***

Group Think Tank

Group Think Tank

As a group, generate a list of outdoor recreation activities of interest to the group. Provide examples of activities that could be done within the community. Examples might include:

- Snowshoeing
- Cross-country skiing
- Downhill skiing
- Mountain biking
- Skim boarding
- Hiking
- Beach-combing
- Rollerblading
- Skateboarding
- Rock climbing
- Wind-surfing
- Kayaking
- Canoeing
- Bird-watching



- With each of these recreation opportunities on the board, invite the group to brainstorm about people they know that are connected with the activity and perhaps how resources could be accumulated to participate in that activity.
- Encourage students to seek out these opportunities by contacting the appropriate persons in the community. As facilitator for the club you may choose to empower student leader(s) to coordinate these partnerships or coordinate them yourself.
- When accessing the expertise of community members, it is important to keep in mind ways in which the Outdoor Recreation Club can recognize their volunteer involvement. *Please see the volunteer recognition section of this resource binder for further information.*
- For the next meeting ask group members to bring a pair of hiking boots or a comfortable pair of sneakers. Group members should also be encouraged to wear weather appropriate clothes to next weeks meeting for the group hike. Emphasize the importance of dressing properly while pursuing activities in the outdoors.

Introduction to Outdoor Recreation: Part 2

Suggested Format

Begin by welcoming everyone in the club. Review what took place during the first meeting and be sure to have the Full Value Contract on display.

Discuss any connections that were established since the last meeting. As a group, choose the activity that your group plans to undertake first.

Group Hike

It's time to get out there and experience the great wide open! Strap on your hiking boots and take the group on a hike through the natural wonders of PEI's natural environment.

Before you set out, remind students that outdoor recreation and environmental responsibility go hand in hand. It is a privilege to be able to explore the great outdoors and all that is asked in return is that we respect the environment. Remind students of the animals that inhabit natural areas and their dependence on the natural environment for survival. A catchy motto to use for your club is "While in the outdoors, take only photographs".

Have a plan! When planning for your hike, try to incorporate diverse areas to explore such as the forest, the beach, a hay field, and a brook. Do some investigating and plan out your best route.

What to bring/wear:

- Water

- Trail mix – snack that will provide energy

- Warm sweater/t-shirt (depending on the season)

- Comfortable loose fitting clothing

- First Aid Kit

- Personal medical supplies

- Camera

- Binoculars

Introduction to Outdoor Recreation: Part 3

Suggested Format

Begin with a game to get the body and mind moving.

Welded Ankles Activity (Project Adventure)

This is a great activity to encourage teamwork, problem solving, cooperation, and cohesiveness within your group.

Procedure:

Place 2 boundary lines about 15 feet apart.

Tell the group "This activity will require you to work together to achieve a common goal. You will need to follow directions and help each other when needed"

Beginning at one end, students need to cross to the other boundary line while touching shoulders (shoulder to shoulder). If at any point, this connection is lost, the whole group must start again.

When successful, have the group try to get to the other side by touching hips, and then finally by touching ankles.

Part 3 continued...

Toxic Waste

Materials Needed: wooden blocks (sheets of paper, 8 1/2 x 11 – if you don't have blocks), masking tape, and boundary markers.

Procedure:

Mark a distance the group needs to travel. This distance should be a few more paces than the length of the group standing in a straight line.

The group must stand behind the boundary marker on one end and the boundary at the opposite side should be visible.

No more than 20 participants for this game. If you have more, divide the class into two teams.

Ask students to provide a few examples of how teamwork is successful – what components need to be present?

Tell students that they must work as a team to cross the sea of toxic waste that sits between the boundary markers.

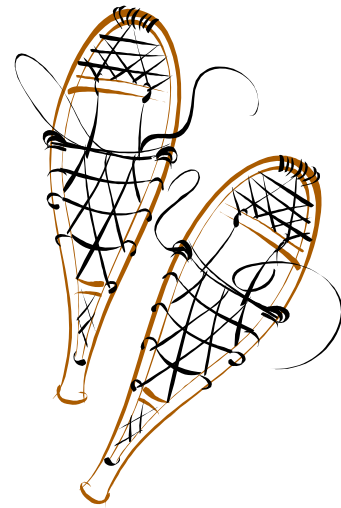
Rules:

- No one may touch the ground, they must stand on the “stones.”
- Players must remain in contact with all the stones at all times. If a stone is left unattended for a long period of time, the facilitator can remove that stone.
- If any member of the club touches the ground at any point, the entire team must start from the beginning.

Once the club has completed the game “Toxic Waste”, discuss with the group what made the team successful/unsuccessful. Did anyone emerge as the leader? What qualities did the leader possess? Emphasize the importance of being a “follower” as well. Sometimes it's just as important to be a good follower as it is a good leader.

- *Discuss any new developments around new outdoor recreation opportunities in the community that may be possibilities for the Outdoor Recreation Club.*
- Arrange schedule: Move on to appropriate module.

Snowshoeing



Brief History of Snowshoeing

The history of snowshoeing dates back to 6,000 years ago where it was practiced in present-day central Asia. It is believed that as these ancestors to the Inuits and Native Americans, migrated from Asia to North America, they brought the snowshoes with them, which were modified slabs of wood.

It was not too long before this evolved into the white ash framed snowshoes with the raw hide lacing that we associate with snowshoeing today. Until the 1970's, snowshoes were used primarily for employment and survival rather than recreation, and the primary materials utilized in the construction were wood (white ash) and rawhide.

The wooden snowshoes are generally categorized in three different styles or shapes. The oval shaped bear paw was designed for use in forested areas. The long, 46 inch, Yukon snowshoe was developed for traversing deep powder-covered open areas. (www.snowshoeracing.com).





What to Wear?

What to Wear:

Be sure to encourage group members to dress properly for snowshoeing excursions. What an outdoor enthusiast chooses to wear can make the difference between a great time and a miserable one! Not everyone has the high-end polypropylene gear to wear in the outdoors.

But with a bit of insight, students can learn to wear the most suitable clothing based on what they have. Dressing in layers is perhaps the most effective way to dress comfortably in the outdoors. Encourage students to wear clothes that will keep you warm and dry. If cotton clothing becomes wet it often takes a long time to dry and can make you very cold. For the most part, cotton clothing makes up the majority of a person's wardrobe so if cotton must be worn, be sure it is covered by something that is water resistant.

Dress in layers. Turtleneck shirts, sweaters, long underwear and footless tights work well as under layers. Socks, if possible, should be wool so that the wool will whisk sweat and moisture from your skin and keep you warmer.

You may not need as many layers of clothing as you think. On a sunny day, you may only need two layers — the waterproof outer layer and the turtleneck/long underwear first layer. But bring a middle layer (fleece or wool sweater) just in case.

Winter Weather Conditions:

Winter weather conditions can be nasty and can change in the course of a few minutes. Be sure to check your local weather forecast before you set out on a snowshoeing adventure. The best snow for snowshoeing is somewhat packed down, allowing you to move across the snow without falling through.

Winter Safety

Winter Safety:

Whether you are pursuing an outdoor activity in summer or winter – it is important to always think of safety first! As mentioned above, be sure to listen to weather reports before you head outdoors. The following is a list of items that the leader and participants should have with them while taking part in an outdoor pursuit:

- Water (leader and participant)
- Energy snack (leader and participant)
- First Aid Kit (Leader)
- Specific medical supplies (asthma, allergy medication, etc.)
- Change of socks
- Book of matches
- Flashlight



Interpretive Snowshoe

Interpretive Snowshoe

Before your outdoor adventure club heads out on your trek on snowshoes, research opportunities to teach the students something about their environment. Perhaps it's a simple story that you can share with club members over hot chocolate in the forest. You could also invite a club member to take turns doing some "ground work" (interviewing local people, internet) and have students teach their fellow club members something interesting about the area.

Possible Ideas might be:

- Edible plants in the area
- Ghost stories from the community
- Origin of tree species in the area
- Common wildlife
- Medicinal plants used today and in ancient times
- Bird-watching
- Aboriginal history and culture
- Outdoor survival skill
- Snowshoe racing as a sport



Purchasing Snowshoes? Here is some advice...

How to Buy Snowshoes

Snowshoeing is an inexpensive, simple way to hike your favorite trails in the winter. The new generation of snowshoes features a model for every need.

1. Visit a camping, hiking, or outdoor gear store.
2. Choose a style of snowshoe according to the activities you will be pursuing. There are snowshoes designed for mountaineering, all-around recreation, and running.
3. Select wooden, plastic or aluminum snowshoes. Wooden models are usually the cheapest, plastic snowshoes are the lightest, and aluminum varieties are the most durable.
4. Choose the size of snowshoe according to your weight and the type of snow you will be walking on. Pick a larger snowshoe for dry, powdery snow, or if the combined weight of you and whatever you're packing will be heavy. A smaller snowshoe is best for firm, packed trails, or if the combined weight of you and whatever you're packing will be light.
5. Select a snowshoe with bindings that you can use easily, even with gloves or mittens on.
6. Test several models before buying.

For More Information...

For More information on snowshoeing in PEI, visit:

- http://www.ehow.com/how_12276_buy-snowshoes.html
- <http://www.gov.pe.ca/visitorsguide/winter/snowshoeing.php3>
- The National Park offers guided snowshoeing in search of PEI's wildlife in both official languages!
- http://www.pc.gc.ca/pn-np/pe/pei-ipe/edu/edu1a_E.asp
- <http://www.macphailwoods.org/bird/>



Cross Country Skiing



History of Cross Country Skiing

It is believed that Cross-country Skiing has been around for more than 5000 years. It originated from Norway and then it finally reached other countries such as Russia and Scandinavia. In fact, the Scandinavian infantry was trained on Skis in preparation for the winter operations.

In 1879, the first Huseby races were organized and in 1892, Holmenkollen was held. By the year 1900, Holmenkollen introduced a separate 30 km Cross-country race.

Different materials were used in making Cross-country equipment during the early times. For instance, Skis were usually made of hickory and twisted wood-based thread was used as Ski bindings. As for the ski poles, they attached leather hand straps on bamboo sticks. Lastly, strong leather boots with thick soles were used.

(www.abc-of-skiing.com/crosscountry.asp)



Techniques

On Prince Edward Island, cross country skiing is perhaps one of the most popular of all skiing disciplines. Although less extreme than alpine or telemark, cross-country skiing can provide the same degree of excitement, depending on how you chose your route. In winter, the Island becomes a skier's playground of snowcapped fields, trails, and hills.

There are two techniques commonly practiced in cross-country skiing; skating and classical.

Classical Technique: This technique involves the carrying out a long stride while the skies remain parallel to each other throughout the stride. To execute the classical technique, glide one of your skis forward and plant the ski pole in the snow surface using your arm on the same side then pull on the ski pole to allow you to pick up the pace. Next, pull out the pole and repeat this technique on the other side. The classical technique is the most commonly used technique in cross-country skiing.

Skating Technique:

The skating technique, which is similar to the technique used in ice-skating, allows the skier to go quite a bit faster compared to the classical approach. To perform the skating technique, push outward with the ski in such a way that you drive the inner edge of the ski against the snow. This technique will usually only work on snow surfaces that are firm and smooth

Equipment

Many schools across the province purchased a school set of cross country skis a few years back so they may be very accessible to you and your club. The skis may, however require some maintenance so that they are snow worthy. This is something that you and your club can work on together, providing an opportunity to teach club members about proper equipment care and maintenance.

Skis

The new cross-country skis are often wax frees and require very little maintenance before setting out into the great white open. However, most PEI schools have skis that require some maintenance. You may need to match ski boots with the proper skis. You can do this by looking at the bindings and comparing them to the “holes” at the bottom of the ski boots. The bottom of the ski should have a layer of wax (if they require wax) on the bottom to allow for the ski to glide across the snow with ease. If the skis appear dry and brittle on the bottom, you and your club members may need to spend some time applying wax to each ski. *Ski wax can be bought at your local sport store.*

Ski Boots:

It is very important that the skiers’ ankles bend and stretch with ease while cross-country skiing. Ski boots must be both flexible and soft so that they allow the skier to bend forward and up on the ball of the foot despite the fact that the toe of the ski boots are securely fastened to the skis.

Ski Bindings:

As mentioned earlier, you need to make sure you have the boots that will match the bindings on the skis. It would be better if your ski bindings have heel plates. This feature prevents sidelong movements by providing a gripping surface when the skier goes down the slope and around corners. Proper bindings are perhaps the most important feature of the ski and are critical as far as safety is concerned. Before setting out on the trails, make sure the ski bindings are securely fastened to the skis and the ski boots.

Ski Poles:

The rule of thumb for ski poles is that they should come up to the armpit of the skier. Before heading out on you cross-country excursion, you and your club members might want to ensure that you have a pair of poles for each member of the club.

For More Information...

For more information, visit:

- <http://www.gov.pe.ca/visitorsguide/winter/crosscountry.php3>
- <http://www.snowschool.ca/>
- http://www.canadatrails.ca/xc_ski/ccclap.html
- <http://www.macphailwoods.org/bird/>
- Contact John MacQuarrie at Cross Country Ski PEI –
john.macquarrie@pei.sympatico.ca

Down-hill Skiing



History of Down-hill Skiing

It is believed that alpine skiing evolved from another skiing discipline - cross-country skiing. During the 1850s, the first competition for alpine skiing was held at Oslo, Norway. From then on, alpine skiing turned out to be not just a sport but also a form of leisure activity and it became widespread in Canada, Europe, and the United States.

Alpine skiing became part of various competitions. In 1922, for instance, the first slalom was held at Mürren, Switzerland, and in 1924, it became the first Olympic alpine event. Alpine skiing was included in the Olympic program at the Garmish-Partenkirchen Games held in 1936.

(<http://www.abc-of-skiing.com/alpineskiing.asp>)



Skiing on PEI

PEI has one downhill skiing location. Although our facilities are limited for people wanting to pursue this sport, thousands come out each year to ski the groomed hills at Brookvale! Brookvale Provincial Park operates between the months of December to March, depending on snow conditions.

The alpine hill features a 250-foot vertical drop and 10 alpine trails serviced by four lifts – a quad chair, t-bar, platter lift and rope tow. The longest run is approx. 2,400 feet and the lift capacity is approximately 4,800 per hour.

Accessibility to the park is perhaps one of the biggest barriers for school Outdoor Adventure clubs – but it is doable with a little coordination. Options might include asking parents to provide drives to the park or fundraising money to rent an 18-passenger van.

Staff is on hand at Brookvale Provincial Park to provide alpine skiing lessons to individuals new to the sport.



Dressing for the Slopes

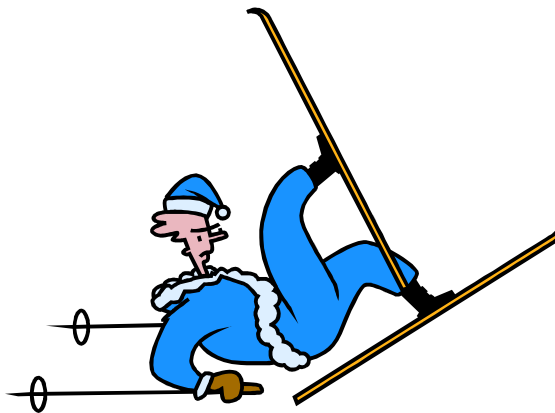
Dressing properly for a day on the slopes is key to an enjoyable skiing experience. It is important to dress in layers so that you can take off a layer if it becomes too warm. Wear a hat, water resistant jacket and pants, and a pair of warm ski gloves to ensure a positive experience.

Helmets are strongly advised for all students.

Updated alpine rental equipment is now available with new carving skis, snowboards, boots, bindings, poles, and skating skis. This equipment upgrade makes the Park's fleet one of the most modern in Atlantic Canada.

New nordic equipment has also been added, including new skis, boots and poles.

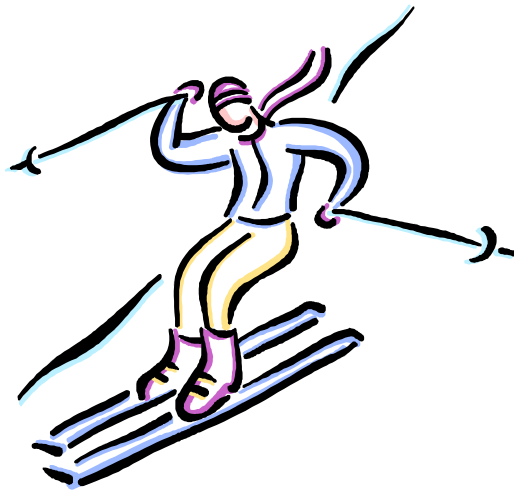
The Park has state-of-the-art equipment for people with a disability, with equipment and volunteers available to accommodate most needs.
(www.gov.pe.ca)



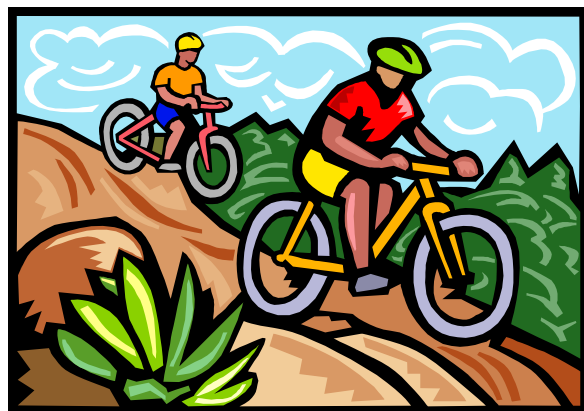
For More Information...

For more information on down-hill skiing on Prince Edward Island, visit:

- <http://www.snowschoo.ca/> or contact Steve Campbell with PEI Snowschool at 658-2142
- Brookvale Provincial Park
<http://www.gov.pe.ca/visitorsguide/winter/brookvaleoutdoor.php3>
- Snow and Information: (902) 658-7861
Nordic/X-Country Centre: (902) 658-7866



Mountain Biking



Introduction

Mountain biking is one of the most popular outdoor adventure pursuits that is gaining momentum around the world, including PEI.

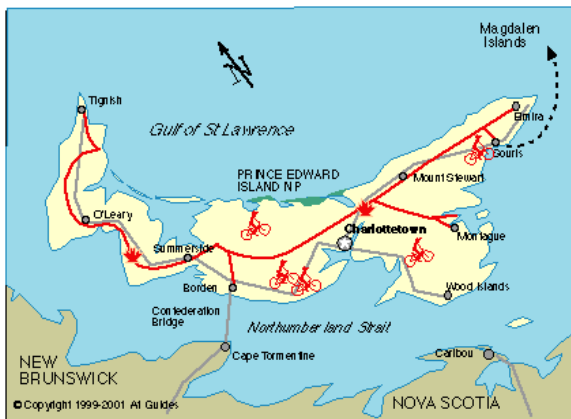
The Island offers an ideal location to pursue this sport but the barrier for many people is not owning a mountain bike. What is important here is that you provide students with the opportunity to become acquainted with the sport so that students might decide to pursue this sport now or in the future. If students do not have their own mountain bike, you and your club members may need to do a bit of digging in order to ensure that each club member has a bike. Often sport stores will rent bikes for a reasonable price and they may offer a special deal to schools. Borrowing bikes from members of the community might be another viable option as well.

The sport of mountain biking can be as extreme as the person wishes. The Outdoor Adventure club at your school will introduce students to the sport and emphasize the importance of safety. As the rider becomes a more advanced and skilled rider, he or she may choose a more difficult trail. Whoever you choose to become the 'expert' for your adventure club, ensure that students learn about their bike, know of the risks involved, and have a thorough understanding of safety while mountain biking.

When starting out, it might be best to begin on the Confederation Trail so that you are able to teach some of the introductory techniques involved with the sport. As the club members become more knowledgeable and skilled, they can be introduced to more advanced trail systems.



Trails on PEI



Islandtrails.ca

Perhaps the most user-friendly resource on Island trails can be found on the website, <http://www.islandtrails.ca/>. Simply visit this site and click on the 'trail finder' icon on the left of the screen. Here you can click on your community and information on any existing trails in the area will come up. Contact Island Trails or the PEI Active Living Alliance to obtain a hard copy of the Confederation Trails Map.

Homestead Trail - Cavendish

(5.5 or 8.0 km) - A two- to three-hour loop trail which is suitable for hiking or cycling. This double loop trail with a 1 m wide gravel surface travels through woodland, old and active farmland and along the shore of New London Bay. Starting just west of the Cavendish Campground entrance, you can choose to go on the shorter 5.5 km loop or exert yourself a bit on the larger 8.0 km route. There is poison ivy along some areas of the trail, many are identified with signage but it may be encountered elsewhere. Remember this rhyme "Leaves of three, let them be." This trail is also recommended for cycling. (www.gov.pe.ca)

Woodlands Trail - Stanhope(4.8 km) - A more rugged trail suitable for biking and hiking. Located near the Dalvey entrance to the park. It will take approximately 2 to 2½ hours to do all loops. Meanders through a quiet wooded area featuring a 50-year old Red Pine plantation. (www.gov.pe.ca)

Equipment

Equipment:

Helmet - **Helmets must be worn at all times while on a bike.**

Water bottle

Mountain bike

Bike repair kit



History of Mountain Biking

The sport of mountain biking originated in 1970 at Mount Tamalpais in California. Gary Fisher, Charlie Cunningham, Keith Bontrager, and Tom Ritchey were among the “founding fathers” of the sport. These four men converted cruisers and balloon-tire bicycles into human-powered machines that are capable of passing through all kinds of road conditions. The first breed of mountain bikers were purely “down hillers”.

Mountain bikers would ferry their bikes up a mountain with a truck and race downhill. They used coaster brakes in order to slow down from the descent. However, these old-styled brakes would heat up during descends in which they would have to be repacked with grease before going through another descend. This breaking mechanism was later replaced with cantilever brakes that were a lot lighter and much stronger. Simultaneously, riders felt that they had to bike up the hills or mountains in order to appreciate riding the descent, thus the birth of multi-speed bikes with shifters and gears in order to aid riders up the hills and mountains.

Much has changed since the 1970's. Popularity has grown and companies have taken steps in order to address this concern. Now, specific components for mountain bikes have been developed to provide better mountain biking performance. One can get a full suspension mountain bike with disc brakes cheaper than a road bike of the same caliber. The rising number of professional mountain bike racers help fuel the development of mountain bike technology. As the level of competition rises, the level of the performance of the bike will also increase ensuring amateur level riders the technology of race ready machines at an affordable price.
(www.abc-of-mountainbiking.com)

Mountain Biking Etiquette

Here are some trail guidelines promoted by the *International Mountain Biking Association (IMBA)*:

Ride on open trails only. Never ride on private property unless the owner has given permission. Always follow signs such as yielding signs and route markers.

Control your bike. Be aware of other people using the trail. Don't ride fast when there are hikers. Always control your speed in order to prevent injuries to yourself and others.

Always yield on the trail. When passing a hiker or equestrian, slow down and signal that you would like to pass. When granted, pass at a moderate speed and acknowledge their letting you pass. Horses and dogs may react unpredictably to cyclists so always approach with caution.

Never scare animals. Always respect the wild life. We are but visitors in their habitat.

Leave no trace. Try as much as possible to tread lightly. Try to be light on your bike. Avoid locking up the wheels with the breaks as much as possible. Bring a plastic bag for any trash you may need to dispose off.

Plan ahead. Anticipate anything that could happen on the trail. Be aware of your surroundings.

The Basics

Always commit to a track or line. This means that you need to think a few steps ahead and set out the line that you want to ride. If you hesitate for example because you are afraid of the obstacles that are ahead of you, it quite often happens that things go wrong. Your posture might change because you are afraid and thinking about your fear instead of just mountain biking. Especially going downhill, if you hesitate halfway through, you will surely fall off.

Think 2-3 moves ahead. Don't focus on a single obstacle for a long time. Always be aware of the next thing you have to do.

Don't lock your sights on the rider in front of you. You just might end up hitting a piece of rock that the rider in front of you has just managed to avoid. Look 1-2 meters ahead of you. Don't focus on your front wheel or the rear wheel of the rider in front of you.

Shift to a light gear upon hitting an unforeseen patch of sand, water or mud. Transfer your weight more to the rear wheels by leaning back. Don't slam on the brakes for this will only cause you to lose the already little traction you have. Relax and just "spin" your way through. This will allow your front tires to glide through the soft terrain.

Slide off the saddle as you ride down a steep bank or riding downhill. This will allow more time to react to unforeseen obstacles. Besides, it's easier to fall off the back of the bike than to fly over the handlebars when you lose control.

Don't grip the handlebars too tight. This will make your upper body tense and will tire you faster. Loosen up but, not too loose.

Don't put your thumb above the handle bar. This will make it easier for you to lose grip if you hit something unexpectedly.

Slightly bend your elbows and loosen your shoulders, but not too hunched. This will assist in absorbing the shocks that you might experience on the trail.

The Basics Continued

Proper Brake Use

Locking the brakes should be achieved by two fingers since the other three should be used in maintaining grip and control of the bike while braking.

Front brakes offer stronger braking capacity but beware not to slam on the front brakes. This will cause the front wheel to lock up, sending you flying over the handlebars. A good way to use your front brake is to shift your weight backwards as you brake, to avoid being thrown over the handlebars.

The rear brake is less of a concern: if you over brake the rear wheel it will lock up and begin to skid. Although this is not as bad as when your front wheel locks up, skidding causes worn tires and off road it causes considerable trail damage, which should be avoided at all times.

A mix of both front and rear brakes is always the best way to stop. Unless you are familiar with the characteristics of your front brake, don't use them during short descents, high-speed cornering or loose terrain.

When on a long descent, do not apply brakes constantly for this will cause the brakes to over heat, which may cause you to lose stopping power. Try to "pump" the brakes. Apply and release during the descent. This way, the brakes are kept cool and your speed is controlled.

Know which brake controls the front wheel. Of course you will know it of your own mountain bike, but if you are renting one or using a friend's then please check if the left brake controls the front wheel or the rear wheel.

If it is a wet day, brakes are wet and not apt to work as well.

For safety purposes, check your brake pads for wear and position, and keep your rims clean. (www.abc-of-mountainbiking.com)

For More Information...

For more information on mountain biking on PEI, visit:

www.canadatrails.ca/mtb/pe/brookvale.html

www.out-there.com/pe_spt.htm

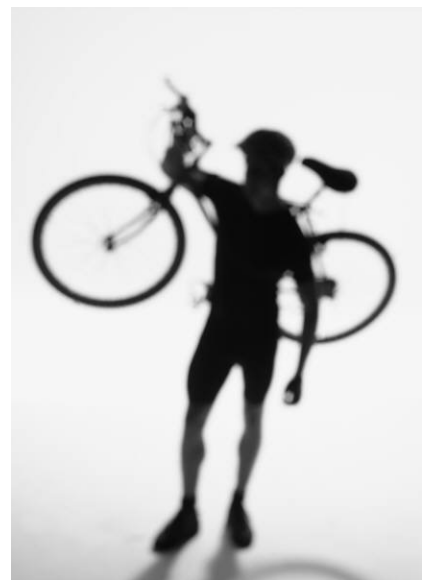
www.abc-of-mountainbiking.com

www.islandtrails.ca or email info@islandtrails.ca

www.trailscanada.com

www.gov.pe.ca

Smooth Cycle: 566-5530



Hiking



Hiking: Introduction

Hiking is an extremely popular sport all over the world, attracting people of all ages and of various skill levels. What is truly great about this activity is that it requires very little equipment and can be done at any point throughout the year. The essence of hiking involves looking forward to the journey rather than the destination. PEI has plenty of trails that can provide your club with an adventure. Hiking can take place along a beach, in the forest, through a field, up a hill, along a trail, or through all of these terrains in one hike!

Hiking is a great way to explore the natural world and improve a person's overall physical condition while offering hiker's the choice of the pace and intensity of their walk.

This module contains useful information on hiking, as well as, outdoor survival skills that are excellent skills to have while hiking in the outdoors. These two components of recreation, complement each other quite well.

Outdoor survival skills are an important component to the broader outdoor recreation field. Equipped with outdoor survival skills, students learn to be accountable for their actions in an outdoor setting and learn that every decision they make in nature will have either positive or negative personal consequences.

You may decide to undertake an outdoor survival module solely on it's own. An outdoor survival module might also include a First Aid component where club members might get certified.



Equipment

As mentioned earlier, hiking is a sport that requires very little skill and equipment. A good solid pair of hiking boots are ideal but not mandatory as decent sneakers should suffice for your club members. Students should be encouraged to wear clothes that are easy to move in and be appropriate for the weather conditions (snow, rain, sun).

Be sure to check the weather forecast before your hike!

Club members should have a small backpack for day hikes. Encourage students to pack as much of the following materials in their daypacks before heading out on their trek. **Note:** *Some of these materials may not be permitted by the school.*

- Book of matches
- Compass
- Map
- Plastic sheet 10x14
- Small knife
- Dry clothes
- Water proof clothing
- Snack (trail mix)



Navigational Skills

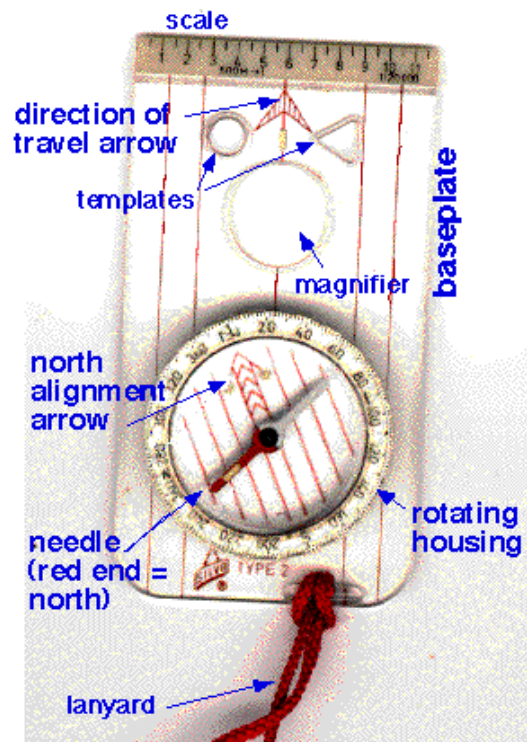
Navigational skills are a great asset to have while enjoying the pastime of hiking. Here is some information on navigation that you may choose to introduce to your club.

Compass Needle: this arrow will always point to the magnetic north. Often the compass needle is painted red so you do not mistake the north arrow for the south arrow.

Heading Arrow: this arrow is fixed on the base plate and it should point in the direction that you are going. So when you hold a compass always make sure this arrow is pointed towards your destination.

Rotating Housing: this top part of the compass holds the basic directions north, east, south and west and the degrees. This housing is rotating so you can adjust your bearing to the magnetic north.

Base Plate and Grip: the base plate often has a ruler that can be used in combination with your topographical map for determining distances.



Calibrating the Compass for Magnetic Declination

Different areas on the globe have a different magnetic declination which is basically the difference between magnetic north (where your compass will point to) and true north (the direction where north really is). This difference is caused because the magnetic north pole lies about 1000 miles below the true north pole. So the declination differs per location on the globe. In general the further north you go the bigger the declination becomes. The magnetic declination of the area you are in can often be found on maps or can be asked from local authorities. You will need to adjust your compass to take the magnetic declination of your area into account. This is how you do this using a map:

Get out your topographical map and find the magnetic declination information. Often it will give you two arrows one signifying True North and one Magnetic North. Often, you can also find the declination in degrees.

Place your compass on your map. If there are arrows then make sure to place the Heading Arrow along the True North line and turn the Compass Housing until it aligns with the Magnetic North line. Now turn your map until the compass is pointing North along the Magnetic North line.

Your map is now aligned to true north.

Map Orientation

You can use your map and your compass to determine your exact location on the map by triangulating:

Take an initial bearing on a recognizable landmark and draw a line from it through and beyond your estimated position.

Identify a second landmark that is at least 45 degrees away from your first landmark and draw a second line.

Your position is where both lines intersect. For a more accurate determination use a third or even fourth landmark bearing to verify your location.

Navigation: Plot a Course using your Compass

Once you have determined your location you can use your compass to keep on a certain bearing:

Place the Compass Base on your map with the Heading Arrow along the line on your map that you want to follow.

Rotate the Compass Housing until the Compass Needle and the North Line on the Compass Housing line up.

The Heading Arrow will now show you the correct direction and as long as you keep the Compass Needle and the North Line of the compass housing lined up you will be going in the right direction.

Reference: www.abc-of-hiking.com

For More Information...

For more information on hiking on PEI, visit:

www.canadatrails.com

www.islandtrails.ca - search all trails on PEI!

Topographical Maps can be found at UPEI's Robertson
Library or at Natural Resources Canada, visit

<http://maps.nrcan.gc.ca>

www.parkscanada.gc.ca

Strathgartney Park – Bonshaw, PEI



Outdoor Survival



Introduction to Outdoor Survival Lesson

The objectives are: to be prepared for the unexpected, to be creative with ordinary items.

Background: This activity aims to introduce students to how they can use materials in the outdoors if a survival situation presents itself.

Materials: A gear sheet - one for each group, pencils, and the situation sheet divided into four situations.

Activity: Place the children in four groups with at least 2 in each group. Give each group one gear sheet. Explain that each group is going on a different type of trip. The trip is listed at the top of the gear sheet. Since there are no specifics about the trip, each group should decide what they would take with them - essential items - and what items that they would consider non-essential for this trip and perhaps leave at home. Give the groups about 10 minutes to mark the gear sheet. If I'm at a camp, I take the children on a 20 minute walk and discuss the three elements necessary for survival (shelter, food, and water). I ask them to point out places of shelter (fallen trees that can be made into lean-to's), food (raspberries, grapes, strawberries are usually safe to eat, never eat anything you're not sure of), and water supply (how can you be sure the water is safe to drink?). If I'm not at camp, we have a similar discussion inside. Hand each group the situation slip that corresponds with the activity at the top of their gear list. Now, without changing anything on their gear sheet, what would they do in their situation. Give the groups about 15 minutes, then have one person from each group explain their activity, situation and resolution.

Discussion: Let the groups comment on each situation. Try to come up with creative ways to use the supplies on hand. Safety pins and string can be used to fish for food, the canoe can be turned over for shelter, etc.



Building a Shelter

Taut ropes have enough tension to keep them straight between the rope anchor points. Tighten a limp rope by either retying it, or by diverting it from a straight line. Use a 'shears' VSS frame or a pole with a Y-shaped fork to prop up a rope to the right height, or to tension it.

Shelter is a basic necessity. Brainstorm with your club member about how to prepare a decent shelter in the event of an emergency. What factors would you consider? What would you look for in the natural environment to ensure your shelter is dry and protected from weather elements? Heat and cold can sap the lifeblood from you very quickly. Wind, rain, snow or other inclement weather hastens the process. Pick the best convenient location for your shelter, as dry as possible in wet or cold weather, and away from natural hazards. Don't go too far out of your way to find the perfect location and risk getting lost. Find the most suitable shelter location and begin construction.

Depending upon what resources a person brings with them, a shelter can be quite simple if necessary. Encourage club members to look in the forest for a simple shelter and be able to explain why that shelter is preferable over another. If need be, a shelter might be just a clearing under an evergreen. Remind students that if this is the only shelter they can find, they should gather evergreens and tree branches to sit on because the ground can be very wet.

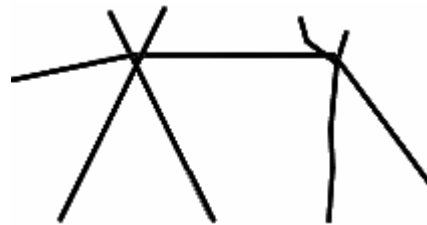
A large garbage bag is a very effective, inexpensive and compact personal emergency shelter or poncho that will fit in your pocket. Always carry one or two when you go off into the wilderness. Use the garbage bag to cover yourself and to keep heat in and the weather out.

To use, hold the bag upside down and go to one of the corners (a bottom corner, but now on top as you hold it), drop down about eight inches along the crease, and cut or tear a slit or hole only big enough for your face. Pull the bag over your body so that the corner rests on top of your head and your face sticks through the hole. Be sure to keep your head out where you can breathe, you can suffocate inside the plastic if it covers your mouth and nose. If you have another bag and you're tall enough so one bag won't cover you completely, pull the other bag up from your feet. If you can, stuff the bags and your clothing with dry leaves for added insulation, but be careful not to introduce any unwelcome pests into your improvised shelter.

Shelter cont'd

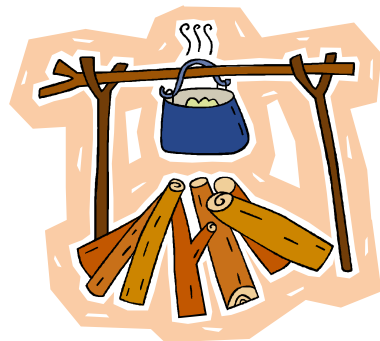
- You can also use the bag as a small shade tarp, if the sun is a problem. A cap or hat is always useful to keep you head dry and warm or shaded, as appropriate.
- Use a tree, downed tree or piled up snow to break any wind. Curl into a tight ball to conserve heat. If there is more than one person, huddle together for warmth. In hot sunny weather, seek shade. If the ground is soft and you can do so without overexerting yourself and wasting precious water, scoop out a hollow in the shade, it can be 30 degrees cooler 12 inches below the surface. Once you have shelter, stay there. If you've taken shelter where it might be hard for anyone to see you, try to leave some sign or marker, sticks or some rocks, out in the open pointing to your shelter.

For more information on Outdoor Survival skills visit www.equipped.com

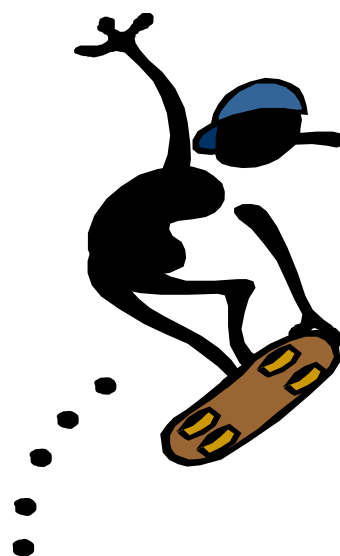


Taut ropes have enough tension to keep them straight between the rope anchor points.

Tighten a limp rope by either retying it, or by diverting it from a straight line. Use a 'shears' VSS frame or a pole with a Y-shaped fork to prop up a rope to the right height, or to tension it



Skateboarding



Introduction: Skateboarding

As you are probably already aware, skateboarding has become an extremely popular sport in PEI and around the world. In the past, the sport often received a bad reputation and there was often a negative stigma surrounding skateboarders.

Fortunately, things have changed dramatically over the past several years and now the sport of skateboarding is extremely popular and is embraced by cities and communities across the country. In fact, the City of Charlottetown recently implemented a 10,000 square foot skateboard park in the City's Victoria Park.

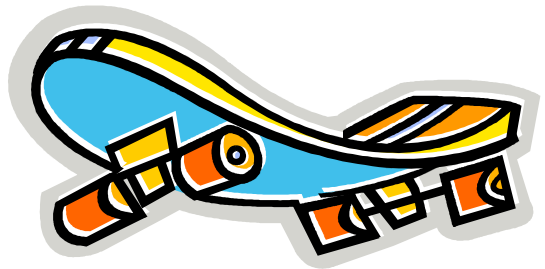
Also, a group of youth in Alberton PEI recognized the need for a skateboard park in their community and teamed up to make it a reality.



Introduction

The sport of skateboarding requires a great deal of coordination and balance – and often a great deal of patience! There is likely to be many successes and many falls so it is important to ensure that your 'boarders' have all the proper safety equipment. Helmets are an absolute must for skateboarders and it is recommended that skateboarders use kneepads, elbow pads and wrist pads. A good pair of skateboard shoes is also recommended but is not necessary when just starting out.

- Skateboards can range in price from anywhere between \$25-\$300. As the skateboarder progresses, he/she might want to invest in a more advanced board.



History of Skateboarding

The first type of skateboards were actually more like scooters. These contraptions, which date back to the early 1900's featured roller skate wheels attached to a two-by-four. Often the wood had a milk crate nailed to it with handles sticking out for control. Over the next five decades kids changed the look of the scooter and took off the crate and started cruising on two-by-fours with steel wheels. Tens of thousands of roller-skates were dismantled and joyfully hammered onto planks of wood.

In the 1950's modifications were made to the trucks (the device that holds the wheels) and kids started to maneuver more easily. Towards the late 1950's, surfing became increasingly popular and people began to tie surfing together with cruising on a board. By 1959, the first Roller Derby Skateboard was for sale. Clay wheels entered the picture and sidewalk surfing began to take root.

By the time the 1960's rolled around, skateboarding had gained an impressive following amongst the surf crowd. However, when Larry Stevenson, publisher of Surf Guide began to promote skateboarding, things started to take off. Larry's company, Makaha designed the first professional boards in 1963 and a team was formed to promote the product.

Towards the end of the 1990's, skateboarding's focus remained street style and the industry is filled with numerous manufacturers and marketers. In many cases, pro skaters develop their own product and manage their own companies.

Reference: www.recreate.com





'Boarder Lingo'

deck: the flat standing surface of a skateboard, usually laminated maple.

grip tape: sandpaper affixed to the top of the deck with adhesive, used to increase the friction between the deck and the skater's feet.

trucks: the front and rear axle assemblies that connect the wheels to the deck and provide the turning capabilities for the board.

nose: the front of the skateboard, from the front truck bolts to the end.

rail: the edge of the skateboard, also, plastic strips attached to the board's underside.

tail: the rear of the skateboard, from the back truck bolts to the end.

wheels: usually made of polyurethane and sized between 39 and 66 millimeters in diameter; their hardness is measured by durometer, a number ranging from 0 to 100—soft wheels have a durometer of about 85, hard wheels have a durometer of 97 or higher.

wheelbase: the distance between the front and back wheels, measured between the two sets of innermost truck holes.

Tricks

air: riding with all four wheels off the ground; short for aerial.

backside: when a trick or turn is executed with the skater's back facing the ramp or obstacle.

Caballerial: a 360-degree turn performed on a ramp while riding fakie (backwards), named after skater Steve Caballero

carve: to skate in a long, curving arc

switch stance: riding the board with the opposite footing than usual, i.e., "goofyfoot" instead of "regular foot"

'Boarder Lingo'



fakie: skating backwards—the skater is standing in his or her normal stance, but the board is moving backward (not to be confused with "switch stance").

frontside: when a trick or turn is executed with the front of the skater's body facing the ramp or obstacle.

goofyfoot: riding with the right foot forward, the opposite of "regular foot"

grind: scraping one or both axles on a curb, railing, or other surface, such as:

crooked grind: grinding on only the front truck while sliding.

50-50 grind: grinding on both trucks equally.

nosegrind: grinding on only the front truck.

5-0 grind: grinding on only the back truck.

kickflip: a variation on the Ollie in which the skater kicks the board into a spin before landing back on it.

McTwist: a 540-degree turn performed on a ramp, named after Mike McGill.

mongo-foot: a style of pushing where the back foot is kept on the board and pushing is done with the front foot.

nollie: an ollie performed by tapping the nose of the board instead of the tail

noseslide: sliding the underside of the nose end of a board on a ledge or lip.

ollie: a jump performed by tapping the tail of the board on the ground; the basis of most skating tricks.

railslide: a trick in which the skater slides the underside of the deck along an object, such as a curb or handrail.

regular foot: riding with the left foot forward, the opposite of "goofyfoot"

shove-it: a trick performed by spinning the board 180 degrees beneath the feet while traveling forward.

‘Boarder Lingo’

tailslide: sliding the underside of the tail end of a board on a ledge or lip.

street skating: skating on streets, curbs, benches, handrails and other elements of urban and suburban landscapes.

vert skating: skating on ramps and other vertical structures specifically designed for skating.

half pipe: a U-shaped ramp of any size, usually with a flat section in the middle.

vert ramp: a half-pipe, usually at least 8 feet tall, with steep sides that are perfectly vertical near the top.



Boarders Be Warned!

Be sure to investigate whether or not your city or town has a bylaw regarding skateboarding. The City of Charlottetown has a bylaw, and it reads:

“Any person who by coasting, skateboarding or roller-blading in any way molests, harasses, or obstructs vehicular traffic or pedestrians in the City will be subject to a minimum fine of between \$100 and \$500 for a first offence and between \$250.00 and \$1000 for any subsequent offence and/or imprisonment for a term not exceeding 90 days.”

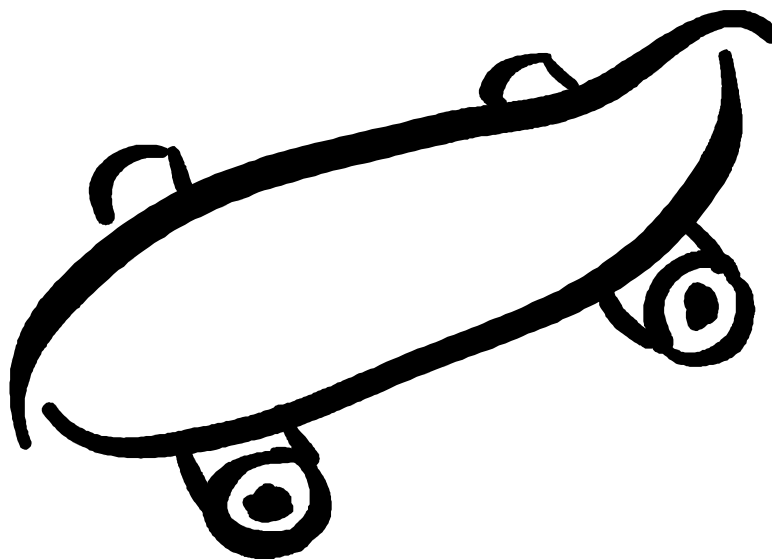


For More Information...

For more information on skateboarding in PEI and the Maritimes, visit:

www.city.charlottetown.pe.ca

www.abc.net/directory/Sports/Skateboarding



Kayak and Canoe

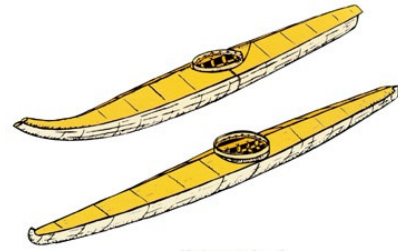


Introduction

In recent years, Prince Edward Island has become a Mecca for paddling enthusiasts, offering a range of adventure experiences for people on the open water.

Kayaking is an activity that can be either recreational or competitive and there are a number of paddling techniques that can be practiced and honed. One of the biggest challenges you may find in pursuing this activity is access to canoes and/or kayaks.





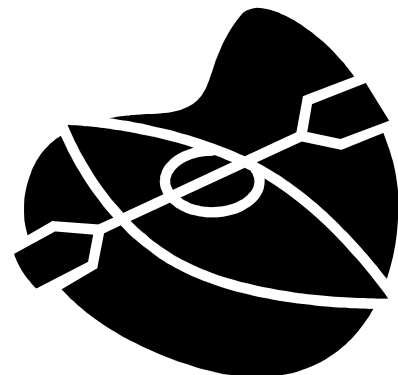
History of Kayaking

The kayak was first created by the Inuit. It is believed the first kayaks were made from wooden frames, whalebone, tendons, and driftwood covered in sealskin. They included a small hole in the middle craft for the user to sit in and were primarily used for hunting. These early kayaks varied greatly in design from region to region. Two common ones are shown above. The top image is of a kayak from the Bering Strait area, which was short and wide, had a large storage capacity, and was very stable and easy to use. The lower one was designed by the Aleuts as it was long, fast, and seaworthy.

The materials that have been used to make a kayak have changed significantly with the years. Many early kayaks used wooden frames covered in skin for their materials. However, with the ship's adoption by European settlers, they were covered in fabric. This method continued until the 1950's when fiberglass was introduced, and then in 1984, the first plastic kayak was made. At present, kayaks are sturdy, light, and very versatile.

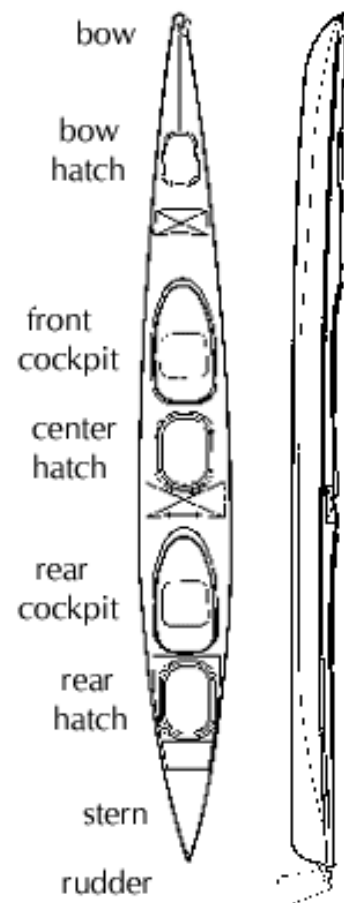
The modern interest in canoeing and kayaking as a recreation and sport was brought about by John MacGregor, who designed the Rob Roy in 1845, a canoe he based on sketchings of Inuit canoes and kayaks but with a sail, mast and paddles. MacGregor later formed the Canoe Club in 1866 with other canoe and kayak enthusiasts, and they brought about competitive canoeing with their first regatta in 1873. Kayaking became a part of the Olympics in 1936, with the introduction of four events, the single and pairs 1,000 meter and 10,000 meter race. Later, the white-water race and slalom events were added to the Olympics also.

<http://kayakin.tripod.com/history.html>



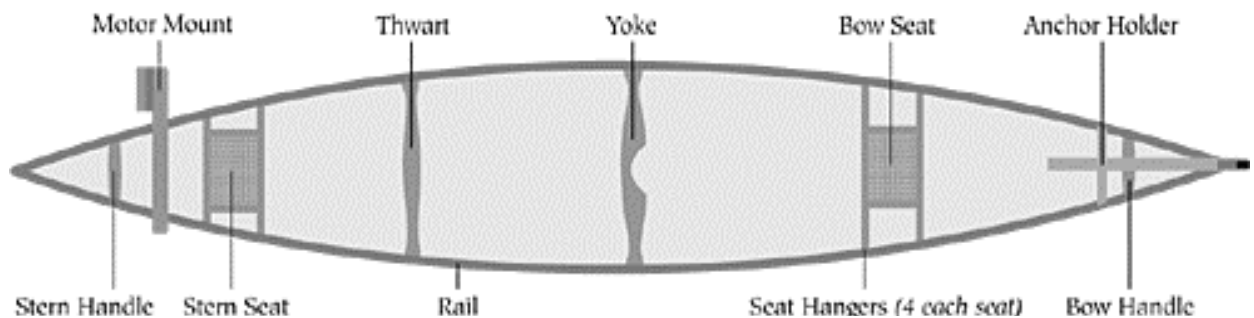
Equipment

- The main equipment necessary to pursue the activity of kayaking is, of course, the boat itself. Kayaks come in all shapes and sizes. There are sit-on-top, two person, and single person kayaks. Kayaks are usually made of either fiberglass or plastic and are designed for use in the ocean or rivers.
- For ocean kayaking, you may want to provide spray skirts for each participant. The spray skirt fits around the paddler's waist and is tucked around the outside of the seat opening. The purpose of the spray skirt is to keep the paddler and the inside of the kayak dry. In rough seas, the spray skirt is extremely beneficial but is not required.
- A paddle is the final necessary piece of equipment. The paddle is a double-edged paddle that is used to propel water on either sides of the kayak.



The Canoe

Canoeing is another extremely popular water activity and since canoeing has been around for a longer period of time, access to equipment on PEI is perhaps easier than that of kayaking.



Canoeing on PEI is an excellent way for people to get exercise while experiencing the benefits of being in nature. The inexperienced paddler should begin on a flat calm surface rather than in a wavy ocean. This way, students can practice and hone their skills and progressively try more challenging waters.

Paddling Techniques

- **The first stroke to learn is the back stroke.** Its purpose is to slow down the canoe relative to obstacles. Maneuvering is easier when moving slowly. The paddle is placed in the water toward the stern and stroked towards the bow. In large waves this is a good way to minimize the water splashed on board.
- **The second stroke to learn is the draw.** It turns the canoe by moving one end of it towards the side on which the paddler is paddling. To execute this stroke, the paddler leans over the gunwale (side) and reaches out with the paddle. He places the blade in the water and strokes (draws) the paddle towards the canoe. This sweeps water under the canoe.
- **The third stroke is the pry.** This has exactly the opposite effect of the draw. It moves one end of the canoe towards the side on which the paddler is not paddling. In this stroke the side of the canoe is used for a fulcrum and the paddle for a lever. The blade slides under the canoe and the paddler pulls the top of the shaft towards himself. Care should be taken not to pinch fingers. At this point, it should be obvious that there is no necessity for both people to paddle on the right to turn left. It should be possible to spin the canoe simply by having the bowman and sternman paddle on opposite sides and do the same stroke. There are few occasions when both paddlers would be caught paddling on the same side as this procedure invariably ends up in a spill.



Paddling Techniques

- **Once the back stroke, pry and draw are mastered you may draw your attention to the forward stroke.** This is the stroke you will be using 90% of the time so you owe it to yourself to become proficient to avoid tiring easily. The lower arm should remain relaxed and the primary force should be applied by the top arm to the top of the paddle. Viewed from behind, the paddle should be nearly vertical, and at the end of its thrust it should be swinging in a wide arc parallel to the water. *You should not lift the paddle*, or you will soon become fatigued.
- The forward stroke is fairly obvious. Even though the paddlers are stroking on opposite sides of the canoe at the same time (synchronized), there will be a tendency for the canoe to turn. This turning effect can be reduced if the sternsman will extend the paddle behind the canoe at the end of his stroke. By using a pry (as in a pry stroke) his paddle will act as a rudder to counteract the turning movement his forward stroke has created. This is known as “ruddering.” It will turn the canoe towards the side on which he is paddling. Ruddering is a commonly used technique although experienced sternmen will generally use a J-stroke, sweep or other stroke to steer the canoe. These other strokes should be learned as they give the sternman more options in navigating the canoe.
- The bowman can also help to avoid sudden obstacles by ruddering. In this case he simply swings the paddle over the bow and ahead, placing the paddle almost parallel to the water. The canoe will move toward the paddle.
- Reference: www.avenue.org



For More Information

For more information on canoe/kayak on PEI contact:

PEI Canoe/Kayak Association – Sport PEI – 368-4110

Outside Expeditions - www.getoutside.com - 963-3366

Venture Out Kayaking – Souris – 687-1234

<http://www.gov.pe.ca/visitorsguide/index.php3?number=1009624>

Snowboarding



History of Snowboarding



Snowboarding has become an extremely popular sport over the past several years, and it is believed the sport derived from skateboarding. Apparently skateboarders wanted to ride in the winter so the similar activity was born to suit the season.

The History of Snowboarding

Snowboarding is a very recent sport and is similar to surfing, skateboarding, and skiing. Likewise, it is not surprising that Snowboarding's origins lie in these sports. Although it is hard to pinpoint the pioneer of Snowboarding, it has been recognized that it was initiated around the 1950s by a few surf and skate enthusiasts who used self-made boards to convey their skills to a new terrain: The Snow. At that time, due to the novelty of the Snowboards, those contraptions often resulted in many broken boards and a lot of bruises.

The first real Snowboard hit the market during the 1960's in the form of Sherman Poppen's Snurfer. It appeared like a weird crossover between a plywood sled and a skateboard deck. The rope attached to the front tip of the snurfer (board) offered the rider some control, and the steel tacks poking through the upper deck held the rider's feet in place.

As Snowboarding became more popular in the 70's and 80's, snowboarding pioneers such as Dimitrije Milovich, an East Coast surfer, and Jake Burton Carpenter came up with new snowboard designs, materials and machineries that had slowly developed into the snowboard, snowboard bindings, and other snowboard equipment we now know.

The sport of snowboarding is growing faster and faster with each passing year and is expected to surpass the sport of skiing in 2015!

Reference: (www.abc-of-snowboarding.com)

Equipment Info

- Snowboards come in various shapes, sizes and capabilities. Some have a lot of “camber” which is the amount of space under the center of the snowboard when it is resting on a flat surface. A lower camber may be good for a freestyle board and will allow you to spin more easily but will not be as stable at higher speeds or on hard packed snow. A larger camber and flex is suited for heavier riders and results in greater control and stability at higher speeds. Boards are also measured in regards to ‘torsional flex’ which is a measurement of how flexible the snowboard is across its width. The more ‘flex’ the easier it is to make sharp turns. And they are measured in longitudinal flex which is a measurement of the amount of flex in the snowboard from tip to tail. This flex allows the snowboard to contour itself to ramps and other obstacles.
- The edge of the board is called an ‘effective edge’ and a longer one makes for a more stable, controlled ride while a shorter effective edge makes for a looser, easier turning snowboard.
- Helmets are a must – for protection from injury and the cold. The first thing to look for with any helmet is the standard used to certify its safety performance. Helmets should carry a CE, ASTM or Snell RS-98 certification. Of course the most important thing when buying a helmet is that it fits properly on your head. Staff at a reputable sports store should be able to properly fit you with a helmet.
- When it comes time for shopping for your snowboarding boots it is important to get the correct style of boot for the type of snowboarding you intend to do. There are three types of snowboarding boots commonly available: soft boots are the most comfortable style of boot and can be used with Highback Bindings and Flow-in Bindings. For this reason soft boots are a must for pulling tricks since they are great for doing whatever you want. Hard boots are quite a bit different as they are designed for precise control and are only used for a specific style of snowboarding. Hard boots support your foot, ankle and lower leg firmly, making them a must for racing and high-speed carving on hard snow. Hybrid boots are a combination of both types of boots.
- Reference - <http://www.snowboardinghelp.com/gear-and-clothes/snowboarding-helmets.php>

Skateboard Lingo:

- **Airdog:** A snowboarder who jumps most of the time and is most interested in aerial tricks
- **Bail:** A term used to describe crashing or falling. e.g. "He bailed and landed on his head."; to escape out of a trick.
- **Beat:** A term used to describe something that is not good. e.g. "It's pretty beat that we have to shape the pipe all day."
- **Boost:** A term used to describe catching air off of a jump. e.g. "He boosted ten feet out of the halfpipe."
- **Bonking:** Hitting an object really, really hard
- **Bust:** A term used the same as the verb "to do" only with more emphasis. e.g. "He busted huge air over that tree."
- **Chatter:** When the snowboard vibrates unnecessarily. Usually this happens at higher speeds and through turns. Racers are always trying to reduce chatter in their boards so they can stay in control.
- **Corduoy:** When a snowcat freshly grooms a trail it will leave a finely ridged surface. Corduoy is usual very nice for laying out clean turns.
- **Crater:** A term used to describe a crash or fall. e.g. "He fell off the lift and cratered into a snow bank."
- **Cruiser Run:** What you call making a relaxed and mellow run on a fairly smooth trail.
- **Doinklet:** 1. A word to describe someting that can't be described
2. Foreign Currency. e.g. "Did you see the size of the DOINKLET'S?"
- **Fakie:** Riding the snowboard backwards from a normal stance

The 'lingo'

- **Flail:** A term used to describe riding badly and out of control.
- **Goofy:** Riding with the right foot in front instead of the left foot which is the normal stance
- **Grommet (Grom):** Another name for a small, young snowboarder. Especially one who is very "in" to snowboarding.
- **Hucker:** One who throws himself/herself wildly through the air and does not land on his/her feet.
- **Huckfest:** A gathering of snowboarders riding as hard and wild as possible
- **Jib:** The act of riding on something other than snow, i.e. rails, trees, garbage cans, logs.
- **Kink:** When riding halfpipes or other jumps, one may come into contact with various abnormal and not smoothly transitional surfaces. These kinks cause problems when trying to ride over them.
- **Late:** A term used to describe incorporating something into a trick just before its' completion and landing, i.e. a Method to Late 180 would mean doing a method air and at the last possible second rotating 180 degrees and landing fakie.
- **Pack:** A term used to describe a crash or fall. e.g. "He packed into that snow bank and broke his leg."
- **Phat:** Used to describe how exceptional something is. "Phat Air" might be a really styled out trick as well as being "large", that is, very high.
- **Poach:** If the Halfpipe is closed, or the powder field is roped off... and you rode it anyway... you poached it.
- **Poser:** One who pretends to be something one is not.
- **Punch:** Crashing bad. "He caught his toe edge and punched the jump."
- **Rolling down the windows:** A phrase used to describe when someone is caught off balance and they rotate their arms wildly in the air to try and recover.
- **Session:** A name for a certain interval in which one snowboards. e.g. "That was a good halfpipe session, but the powder session was even better."
- **Sick:** An expression used to describe something exceptionally good.
- **Sketching:** The act of riding along precariously and near falling.
- **Snake:** A term used to describe someone who cuts in front of you in the lift line, or drops in front of you in the halfpipe.

The 'lingo'

- **Stick:** Another name for a snowboard. 2. A term used to describe making a good landing. e.g. "He stuck a huge Method Air off of that jump."
- **Stoked:** An alternate term for the word psyched. In other words, to be excited.
- **Stomp:** A term used to describe making a good landing. e.g. "He stomped that McTwist."
- **South Shore Birthday:** A beating. e.g. "Don't make me give you a SOUTH SHORE BIRTHDAY."
- **Tight:** A term used to express extreme joy. "That was tight."
- **Tweaked:** A term used to explain the emphasis of style in a trick. In other words, if someone "tweaked out a method" they would grab hard and create an emphasis of the maneuver such that their ankles or other joints may appear bent injury. i.e. "He tweaked his ankle." or twisted to a maximum degree.
- **Wack:** Something that is not good. e.g. "It's pretty wack that my board broke in half."
- Reference: http://www.evileds.com/links/snowboarding_lingo.htm

Bird-watching

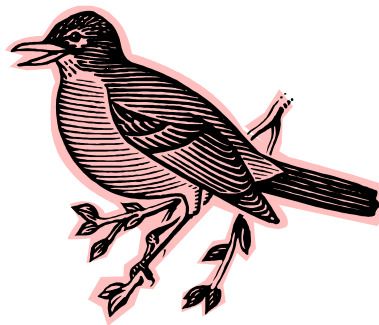


Bird-watching

Bird-watching, or 'birding' as it is commonly referred to, is an activity that allows people to see birds in their natural habitat. It is a process of learning how to identify birds and understand their behavior. It is also a great way to stimulate students' interest while being active in the outdoors in any season!

Prince Edward Island has many birds for the viewing pleasure – everything from piping plovers and bald eagles to chickadees and cardinals. Birding is not something new to Islanders and there exists a fairly extensive amount of birding resources – it's just a matter of knowing where to look. As an introduction to Birding on Prince Edward Island, you may want to invite representatives from the National Park to familiarize students to the activity.

You and your adventure club may choose to incorporate bird-watching into a hiking or a cross-country skiing unit. The equipment needed is minimal and may add an interesting twist to some of your outdoor pursuits.

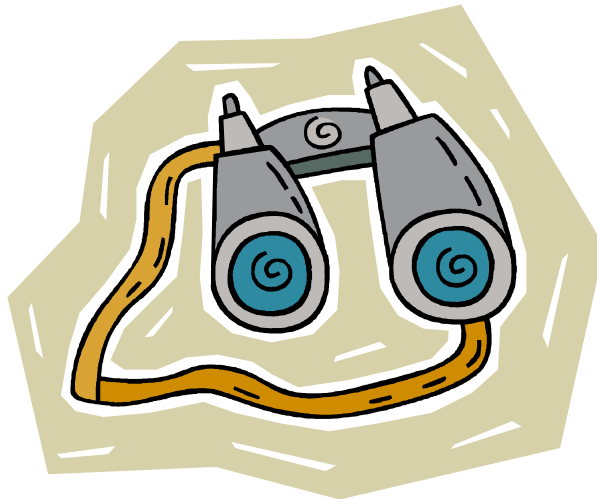


Equipment

A pair of binoculars for each student and a few bird books is basically all you will need for your birding club to get up and running. The Prince Edward Provincial government have a number of resources on birding in the province including a 'Field Checklist of Birds' which can be downloaded from their website.

<http://www.gov.pe.ca/infopei/index.php3?number=65194&lang=E>

Also check out The Visitor's Guide to the Birds of the Eastern National Parks US and Canada by R.H. Wauer, The Pocket Guide to Birds of Eastern North America by F. Shaw, The Birds of Canada by W. Earl Godfrey



What's In It For You?

Fun. Big fun. Something deep seems to get fulfilled. A connection is made with the immense beauty of nature.

Satisfaction. Birding invokes our primeval hunting instincts. It delivers all the satisfaction of the hunt, even though the prey itself escapes unharmed. Birding is the perfect sport for the 21st Century.

Health. Birding gets you vertical. It gets you outside and walking. But it's effortless, because your attention is on the birds. Nevertheless, after a little birding, you've usually covered quite a bit of ground.

Family. Birding unites people across generations. By taking up birding, parents or grandparents can introduce their children to an interest in nature that will stay with them all their lives.

Companionship. Birding is the ideal social activity. A birder need never be lonely. Nearly every community has a birding club of some sort. And because birders love to share their knowledge, newcomers are always welcome.

Solitude. Birding is also the ideal solitary sport. There's a special pleasure in going out alone to bird. Your mind settles down. Your senses open up, and all nature seems to become your friend. Birding is a sport of many moods, and it serves the causes of companionship and solitude equally well.

Reference: (www.birdwatching.com)

