

THE UNIVERSITY OF VERMONT OUTING CLUB

This is a document that represents a partnership between the University of Vermont Outing Club and Mt. Abraham Union Middle/High School. This is a curriculum meant to be implemented as a

FIT Block program at Mt. Abraham, focused on introducing students to outdoor/experiential education as well as to create mentoring relationships with university students. It is the hope that this curriculum will simply be a loose guide to aid the instructors in teaching this course, however it is highly encouraged to be adapted to best fit the students' needs and desires. This information will not be tested on or evaluated, this is meant to be a break from the traditional classroom setting and to allow students to receive the benefits of outdoor education. These benefits should include independence, responsibility, resilience, cooperation, leadership, self-discovery and so much more. The overarching goal is to create a safe, inclusive, and enjoyable environment for both students and instructors.

FIT Courses

Offered Tuesday-Friday Weekly 11AM-12PM
Monday- Student Sign up

Overview of Classes

1. Intro to Backpacking (pg.2)
2. Backcountry Cooking (pg.2)
3. Sleeping Outside (pg.3)
4. What to Eat and Drink in the Backcountry (pg.3)
5. Packing Packs and Walking Around (pg.4)
6. Where and When to go Backpacking (pg.5)
7. Navigation and Using Maps (pg.6)
8. Outdoor Leadership (pg.6)

Additional Classes

Intro to Canoeing (pg.10)

Intro to Backcountry Skiing (pg.10)
Intro to Fishing in Vermont (pg.11)

1. **Class #1: Introduction to Backpacking**

- Ice breaker
- What is backpacking?
 - How is it different from camping? How does it incorporate camping?
 - What can you do with it? (frontcountry vs backcountry travel)
 - Introduce LNT principles – How we backpack (quick schpiel)
- Gear intro (to be brought to first class, what you would bring for a personal trip)
 - Packs
 - Stuff sacks
 - Headlamps
 - Eating utensils
 - Stoves
 - Footwear
 - Sleeping bags
 - Sleeping pads
 - Pump/aqua mira (water purification)
- Further Ideas:
 - Hiking in bad weather? → Hiking and camping in the rain/in the cold weather/in the snow
 - Hiking/Camping in different environments→ knowing how to keep food safe from different animals/ how to store your food depending on weather you will be in (what cooler and how to store food with ice properly)
 - Fun Links:
https://www.youtube.com/watch?v=2IFOjWPZvqE&feature=emb_rel_pa
 use gets into looking for food and cooking it toward the end, which can act as an intro for the next class

2. **Class #2: Introduction to Backcountry Cooking**

- Ice breaker
 - In depth intro to different kinds of cooking methods
 - Different kinds of stoves and their use
 - Some talk on fire use in the backcountry
 - In depth conversation on stove safety
 - Where and when to use stoves
 - Stove and cooking positions to avoid injury
 - Kitchen set up
 - Role dispersal in the kitchen
 - Knife use for cooking
 - Use of pot grips etc.

- In outside classroom space, introduce stoves (most likely MSR Whisperlite)
 - Fuel bottle set up and pumping
 - Priming stoves
 - Lighting stoves
 - Using stoves
- Allow teams of students to practice stove use
- Possibly boil water for tea or hot chocolate, etc.
- Cleaning dishes in the backcountry
 - Broadcasting
 - 200ft from water source and campsite
 - Carrying out food waste
 - Grey water
- Gear needed from UVM OC
 - Stoves
 - Fuel bottles with fuel
 - Pots
 - Pot grips

3. **Class #3: Introduction to Sleeping Outside**

- Ice Breaker
- Differences in how you can camp
 - Backcountry camping
 - Where to camp (LNT Principle 2: Travel and Camp on durable surfaces)
 - Food storage in the backcountry
 - Bear boxes, bags, and burritos
 - Critter hangs
 - Backcountry camping triangle
 - 200 ft separation between food, kitchen, and camping
<https://i.pinimg.com/originals/a0/92/2a/a0922aafc8a6d00c071ae6027015fdf9.jpg>
 - Discussion on the Long Trail and ADK shelters and camping within those
 - Frontcountry camping
 - Car camping
 - Available resources at most front country campsites
 - Where are close by front country campsites in VT
- What to use when sleeping outside
 - Existing shelters (Long Trail, ADK, etc.)
 - Lean to shelters
 - Tarp shelters
 - Tents
 - (go outside and build these!)
- Gear from UVM OC

- Tarp shelter building materials
- Tents

4. Class #4: What to Eat and Drink in the Backcountry

- Ice breaker
- What food is best for the backcountry?
 - Meal planning and preparation
 - Repackaging food for backpacking
 - Different kinds of meals good for backpacking
 - Pasta
 - Oatmeal
 - G.O.R.P. (good ol raisins and peanuts)
 - Etc.
 - Water purification
 - Chemical based methods
 - Aqua mira
 - Iodine
 - Etc.
 - Mechanical based methods
 - Pumps
 - Gravity filters
 - Life straws
 - Sawyer
 - Steripen
 - Etc.
 - Boiling
 - Until fish eyes appear
- Gear needed from UVM OC
 - All water purification methods

5. Class #5: Packing Packs and Walking Around

- Ice Breaker
- Pack packing (with packs and gear from the OC)
 - Talk about the ABC's of packing
 - Accessibility - keeping things where you need them
 - Balance - weight distribution in the pack
 - Compression - tightening straps
 - Dangles/Dry - limiting things on the outside of the pack, keeping things dry
 - (there are lots of versions of this out there, here's a resource <http://goeast.ems.com/abcs-packing-backpack/>)
 - Have everyone pack their own backpacks and help each other!

- Cover pack fitting
 - Assure packs are sized to students correctly (or as close as possible for comfort)
 - Loosen buckles
 - Tighten from hips to shoulder straps to load lifters then sternum strap
- Once packs are packed and there are no questions, head outside!
- Walk the High School Loop of the Bristol Trail Network with packs on if people are up for it, to give them a feel for what the weight of a loaded pack is like.
 - Trail is located around the perimeter of the school
- Gear needed from UVM OC
 - Backpacking packs of all sizes, possibly sleeping bags, sleeping pads, and other things to practice packing

6. Class #6: Where and When to go Backpacking

- Icebreaker
- Spring, Summer and Fall
 - Backpacking during these times is great!
 - Spring in Vermont involves lots of mud, which people probably know, but they might not know that trails are often closed, although in most places water is abundant which is a big plus
 - Summer and fall are great times to get out!
- Winter backpacking
 - Involves a whole lot more specific skills and often much different gear including
 - Sleeping bags
 - Tents
 - Larger packs
 - More fuel
 - And more!
- So where should you go?
 - In VT
 - Mt. Philo has campgrounds, that's a great spot to learn
 - Talk about the Long Trail! And connecting trail networks
 - Mt. Abraham as well as Appalachian Gap are great spots for overnights
 - There are lots of shelters in VT to sleep in
 - In NY
 - The Adirondacks are amazing and have lots of trails
 - Also shelters
 - In NH
 - The White Mountains are amazing!
 - Lots of trails and shelters as well

- Some gear that changes a lot depending on where and when you go is your sleep system!
 - Sleeping bags and pads change a lot depending on the temperature
 - *Play with different bags and pads and explain R values
(<https://www.rei.com/learn/expert-advice/sleeping-pads.html#sleeping-pad-warmth>)*
- Gear needed from UVM OC
 - Sleeping bags of different ratings
 - Different examples of sleeping pads

7. **Class #7: Navigation and using maps!**

- Ice breaker
- Map Intro (maybe go outside for this!)
 - Present different examples of maps (VT road map, Burlington Streetmap, Long Trail Map, etc.)
 - Intro to understanding topographic maps
(<https://www.youtube.com/watch?v=L1AWNR-Y0pQ>)
 - Show Long Trail map and point out Mt. Abraham and Appalachian Gap specifically as well as their relation to the school
- Intro to using a compass
 - <https://www.rei.com/learn/expert-advice/navigation-basics.html>
 - Ask the students to take bearings outside on the school's campus
- Gear from the UVM OC
 - Various maps
 - Compasses

8. **Class #8: Outdoor Leadership**

- Ice Breaker
- Finding Your Leadership Style: (Diagram)
<https://harvardfop.github.io/interpersonal-skills/no-doze.html>
 - a. Outline a long continuum line with two far ends defined thus
 - Water: "I don't often voice strong opinions, particularly if I think it will cause hurt or be a waster of time. I put others before myself pretty consistently. I'm very flexible. You probably don't really know where I stand on issues, or what I think about you unless you ask very directly. It's hard for me to state my own needs."
 - Wind: "I state my opinion and take stands easily. People know exactly what I think, feel, and want. I'm an open book and you don't even have to read the words because I tell them to you, especially if you try to cross one of my lines. Fight or flight? Let's get real - I stay right here and tell it like it is. I don't have a problem saying 'my way or the highway' if need be."
 - b. Place yourself anywhere on the continuum where *you* view *yourself*. The

precise middle is out of bounds.

- c. Without moving from your place in this left/right line, move along a second, up and down continuum with the two far ends defined thus:
 - Cool cucumber: “I am calm and rational, and I do not get flustered about anything. I even have difficulty getting excited about things most people think are neat and exciting. My emotions are a glassy pond.”
 - Hot tamale: “I tell people how I feel about everything. I cry at sad movies. My emotions are extremely active - the perfect storm.”

Again, these refer to how you feel you are internal.
- d. At this point, you will be in one of four quadrants, outlined below.

Discuss in groups...

What does your group think about themselves?

Explanation of Leadership Styles

- Architects & Analysts -- Architects and analysts emphasize meaning and conceptual functions.
 - Pluses
 - Information and opinion seekers
 - Good at analysis and process observation
 - Prefer to make decisions based on facts
 - Prefer as much information as possible before deciding
 - Can come out with totally off-the-wall solutions that work
 - Translate feels and experiences into ideas
 - Deltas
 - Can be slow in making decisions or dogged in facts
 - Can happily leave most decisions to others and focus on only one decision
 - Have to watch out for non-involvement or unrealistic ideas if they get into their own world

If a leader has this style, honor their need for information while also requesting they tell you how they will decide or delegate, and when.

Some Effects on the Group

Architects and analysts are often in the minority but their function is essential. If a group doesn't pay attention to this area, it will miss out on significant learning that comes from observation and analysis. The group may also be missing important process steps or other ways to view a situation. Too much of this style in a group may stall movement because the discussion, laissez-faire attitude, and analysis allow opportunities to pass.

- Drivers -- Drivers emphasize action and directing
 - Pluses
 - Information and opinion givers
 - Decision making is easy for them
 - Often the keepers of the vision in a group

- Great at taking a stand, being direct, and making things happen
- Usually not too shaken by critical feedback
- Deltas
 - Often will urge “let’s decide” as indecision can drive them crazy
 - Will sometimes decide without input from others and step on toes
 - Make mistakes when moving too quickly without adequate information
 - Can come across as too impersonal and lose connection with their group
 - Have to be careful not to “over-lead”

If a leader has this style, be as direct as possible when dealing with them. Bring problems and opinions to them: they expect this.

Some Effects on the Group

If a group does not have drivers, they must pick up driver functions or they can fail to meet far-reaching goals. Mature drivers are non-reactionary individuals with much ability in the other quadrants, and they help ground a group. When this style is not mature, there may be too much individuality or structure. Turf battles or a lack of member autonomy and collaboration ensue.

- Relationship Masters -- Relationship masters emphasize caring
 - Pluses
 - Excellent at building and sustaining community
 - Work well on a team
 - Great at building rapport, consensus, and commitment and seeking feedback
 - Support, praise, and feel concern
 - Display high regard for others’ wishes, viewpoints, and actions
 - Deltas
 - May not take an unpopular stance if it puts a relationship at risk
 - Can put so much emphasis on a relationship that tasks and decision-making fall behind
 - Can forget or downplay their own needs, to their detriment

If a leader has this style, you may need to ask them to be more specific in outlining their expectations. Encourage critical feedback from them and tell them when you want to know what they think and want.

Some Effects on the Group

You cannot have too much caring and respect as part of your capacity - it is the glue that’s essential for a group to function. As a leader, it is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is a lack of depth in genuine connection and innovation.

- Spontaneous Motivators -- Spontaneous motivators emphasize emotional stimulation.
 - Pluses
 - Often voice their ideas and supply passion to follow those ideas; energizers
 - Great at motivating people as they possess a sense of mission or vision
 - Good at energetic dialogues with other group members
 - Deltas
 - Can be emotionally bound to their ideas; objectivity may be their biggest challenge
 - Can create a highly emotionally charged climate if they put too much emphasis on challenging others and confronting assumptions

If a leader has this style, know your own position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.

Some Effects on the Group

Spontaneous motivators are often light bulbs. Groups need this function to sparkle, create, prod, stir the pot, and impassion. A group without this style may be functional, but somewhat lackluster. When mature people with this style choose to be detached and monitor their emotional involvement, this is highly effective. If too much of this style is present in a leader, a group can be overly reactive or so impassioned about their ideals that they lose touch with other realities. Interestingly, many charismatic leaders and cult leaders come from this quadrant.

Additional Classes: Meant to be used as one day introduction classes in the classroom

Introduction to Canoeing:

- Ice breaker
- Intro
 - Different types of Canoes/ Different waters you can canoe on
 - Different kinds of canoes
 - Different waters it can handle
- About Canoes
 - Parts of the canoe
 - How your paddle should be sized
 - How to paddle properly
 - Which side does each paddle go on?
 - How to turn
 - How to stop
 - Timing with other paddlers

- Different strokes (Back, forward, draw, pry, sweep, J-stroke, etc...)
- How to Enter/Exit the canoe
- How to sit in the canoe(or move in the canoe)/ right stance so it does not tip
- How to Carry a Canoe
- How to fit multiple people on/ Where to sit in the canoe
- How to pack gear/ luggage in the canoe so it is even and secured in the event of rapids or tip
- What to do if canoe tips
 - What to do if gear spills out
 - What to do if someone falls out/ you fall out/ canoe tips
 - Side rescue vs T-rescue
 - Water re-entry
 - Water gets in the canoe?
- Helpful link:
<https://cityofls.net/Portals/0/Files/Parks/Canoe%20101%20Basics.pdf>

Introduction to Backcountry Skiing/Snowboarding

- Ice breaker
- Explanation of the difference between backcountry and frontcountry skiing/snowboarding
 - Present backcountry skis and splitboard
 - Demonstrate use of both
 - Introduce skins and application on both splitboard and skis
- Introduce gear that would be used in a day of backcountry skiing
 - Backpack
 - Layers
 - Water and food
- Present film

Introduction to Fishing in Vermont:

- Ice breaker
- Different types of fishing (just in Vermont)
 - Fly fishing
 - Spin fishing
 - Ice fishing
- Gear
 - Rod
 - Type of lines
 - Flies
 - Lures

- Hooks
- Bait
- Waiters
- Different places to fish
 - Rivers
 - Winooski
 - Lamoille
 - Missisquoi
 - Otter Creek
 - White
 - Walloomsac
 - Etc...
 - Lakes
 - Champlain
 - Memphremagog
 - Willoughby
 - Dunmore
 - Elmore
 - Waterbury Reservoir
 - St. Catherine
 - Etc...
- Where to find fish
 - Fish like structure! Structures cause fish to concentrate in certain areas!
 - Logs, weeds, rocks that provide shelter, shade, and protection for fish
 - In moving water (in rivers) find them in slow moving water near the fast moving water
- Types of fish in Vermont
 - Brook Trout- small cold streams
 - Rainbow and Brown Trout- Medium sized river and lakes
 - Small and Largemouth bass- warm lakes and rivers
 - Lake trout- deep cold lakes
 - Yellow perch- ponds and lake
 - Sunfish- ponds and lakes
 - Walleye (Yellow Pike)- larger lakes
- How to cook a fish in the wilderness- circles back to backcountry cooking