

**Arctic Development
Library**

Level II Big Game Guiding

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Author: Wes Werbowy - Wilderness Consultants

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Int roduct ion

The Level II Big Game Guiding Course is intended to furnish a standardized competency base for Professional guides in the Northwest Territories. It requires, as a prerequisite, that the guide-candidate be familiar with the concepts of Level I of the Guide Development Program. In this way, the platform of general skills presented in Level I becomes the basis of understanding upon which the specialized needs of the big game guide are built. There are some areas of intentional overlap to act as a review and to reinforce the acceptance of these basics.

A modular format is used to develop the structure of this manual. In this way, specific lessons dealing with the same area of knowledge are grouped into units. These units are further organized into broader categories of skills which are referred to as modules. This method of presentation allows for the maximum in flexibility in order to adapt to the existing skills of the guide candidate. A universality of application can be achieved by stressing those aspects which are lacking in the existing skills of the guide and by quickly referring through lessons which need not be emphasized if the guide already possesses these skills. Since each lesson is independant, it is not necessary nor desirable to deal with the manual in a first page to last page manner. The actual order of presentation will be determined by focusing on what skills have to be addressed before, during, and after the on-the-land portion of the course.

The ultimate aim of this manual is to produce a competent well trained professional who can deliver the highest degree of client satisfaction without losing sight of safety or conservation requirements. At the same time, it is intended to foster a deserved pride and confidence in the skills of this noble profession. The standardization of these concepts throughout the Northwest Territories will result in the development of guides by whom others will be measured.

Developed for:
Department of Economic Development and Tourism
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Created by:
Wes Werbowy
of
Wilderness Consultants
539 Andrew Street
Thunder Bay, Ontario P7B 2C5

1985 Wilderness Consultants

UNIT ONE: INTRODUCTION TO GUIDING

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- LESSON 2: The requirements of the meat hunter
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- LESSON 4: The needs of the trophy hunter
- LESSON 5: Political concerns: anti-hunting groups
- LESSON 6: Political concerns: pro-hunting groups
- LESSON 7: Methods of promotion (introduction)
- LESSON 8: package tours and booking agents
- LESSON 9: Client needs and expectations
- LESSON 10: Tourists and questions
- LESSON 11: Greeting the client
- LESSON 12: Revenue potential
- LESSON 13: Growth potential

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- LESSON 4: Avenues for change
- LESSON 5: The need for conservation

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 - Polar Bear
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 - wolf
 - Seal
 - Parasites and Diseases

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- LESSON 1: Safety awareness
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- LESSON 1: Load transportation
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- LESSON 4: Snow machines and equipment

UNIT THREE: CAMP CONSIDERATIONS

- LESSON 1: On-the-land training
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- LESSON 5: Hygiene considerations

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- LESSON 1: Menu development
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- LESSON 3: Packing and maintaining a grub-box
- LESSON 4: Outdoor cooking skills
- LESSON 5: Recipes

UNIT FOUR: OUTDOOR COOKING (cont'd.)

- LESSON 6: Field lunches
- LESSON 7: Creating guiding equipment (table)
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UNIT FIVE: REGULATIONS

- LESSON 1: Firearms regulations
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MODULE A: THE CONCEPTS OF GUIDING

- UNIT ONE: Introduction to Guiding
- UNIT TWO: Impacts and Change
- UNIT THREE: The Business of Guiding
- UNIT FOUR: The Guide Defined

UNIT ONE: INTRODUCTION TO GUIDING

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SKILL: INTRODUCTION TO THE CONCEPTS OF BIG GAME HUNTING

OBJECTIVE: Understanding the different motivations of various hunting styles.

METHOD: Discussion and Question.

It is important that the guide recognize the needs of his client and tailor the hunt to suit these needs.

Have the guides describe various types of hunts they have been involved in.

Ask why they feel hunting is an important activity--ask if non-resident hunters come to the North to hunt for the same reasons.

Develop the discussion to show the differences between styles of hunts; include:

- (a) traditional meat gathering
- (b) adventure hunts
- (c) trophy hunts

CONCLUSION: Since different clients may have different desires, the hunt must be planned to fulfill the individual's needs.

SKILL : HUNTING CONCEPTS

OBJECTIVE: Understanding the requirements of the meat gathering hunter.

METHOD: Discussion and Question.

A meat hunter will have different criteria than a trophy or adventure hunter. A hunter with this goal does not usually make demands regarding the size of the animal. He may be pleased if he harvests a trophy quality animal, but that is not his prime aim. Normally, he is interested in the companionship of his fellow hunters and he is concerned about the treatment of the game after it is killed.

Discussion:

1. Have the guides state what they like about hunting. Develop these concepts to include comradeship and team work,
2. Have guides describe traditional butchering methods--compare these to "grocery-store" styles of cuts.
3. Develop the awareness of hygenic meat handling.

Reference: Frank G. Ashbrook, Butchering, Processing and Preservation of Meat; Van Nostrand Reinhold Company, ISBN 0-442-20377-2, 1955; N.Y.

CONCLUSION: Have the guides state what preparations they would make to guide a meat hunter.

SKILL: HUNTING CONCEPTS

OBJECTIVE: Understanding the needs of the adventure hunter.

METHOD: Lecture and question.

Describe an adventure hunter; include some of the desires:

- (a) to experience a new way of hunting
- (b) to understand traditions and customs
- (c) to photograph wildlife and be photographed
- (d) to take the time to watch the quarry
- (e) to see other sights and historic areas
- (f) to gather a minor trophy or memento

Show how this client's needs differ from those of a meat hunter. Ask the guides to relate what they could do differently for this hunter.

Discuss the elements of photography briefly-- these will be covered in Module B Unit 6.

CONCLUSION: An adventure hunter may wish a hunt which yields stirring memories rather than just the kill.

SKILL : HUNTING CONCEPTS

OBJECTIVE: Understanding the needs of the trophy hunter.

METHOD: Lecture and Question.

Discuss concepts of Boone and Crockett and Pope and Young Club.

References: Big Game Records of North America

Betty Fitz Dingwall, How to Measure and Score Big Game Trophies, Blue-J publishers, Fort Wayne, Ind., ISBN 0-679-50780-9.

Reasons for scoring:

1. To provide a way of comparing trophies so that record lists are meaningful.
2. To preserve big game by encouraging sportsmen to hunt for fine specimens rather than harvesting the first they encounter.

Show how a trophy hunter is a selective hunter. Discuss how he differs from the meat or the adventure hunter.

What precautions must be taken with a trophy? For a discussion of this, see Module B Unit 2.

CONCLUSION: A trophy hunter has definite needs that are quite different from other types of hunters.

SKILL: HUNTING - POLITICAL CONCERNS

OBJECTIVE: The guide will become aware of groups that lobby against hunting.

METHOD: Discussion.

The various groups that oppose hunting should be examined (i.e., Greenpeace, Fund for Animals, Friends of Wildlife, etc.).

Objectively discuss:

- (a) their philosophy and concerns
- (b) their funding sources
- (c) their potential to disturb hunting

What can the guide do to preserve his livelihood?

- o discuss concepts of conservation
- o what to do in case of confrontation
- o how to handle the hunt and his client so he won't become an example

Since this can become an emotionally charged issue, the instructor must remain detached and objective.

CONCLUSION: There are many groups who oppose hunting. Their philosophies and concerns should be understood by the guide.

SKILL: HUNTING - POLITICAL CONCERNS

OBJECTIVE: A familiarization with groups that promote hunting.

METHOD: Discussion.

Examples of groups that support hunting:

- (a) N.R.A.
- (b) Safari Club
- (c) Boone and Crockett, Pope and Young
- (d) various hunter and angler associations

Show how pro-hunter groups work. Discuss funding and limitations.

Why do anti-hunting groups get more media coverage?

Show how the guide must help to educate others to appreciate his life values.

Discuss the involvement of local H.T.A.'s.

Show various magazines and advertisements used by pro-hunting groups.

CONCLUSION: The guide must be aware that his life-style has political implications. As such he must double his efforts to be professional, informed, and directed towards conservation.

SKILL: TOURISM INDUSTRY KNOWLEDGE

OBJECTIVE: Learning about hunting promotion.

METHOD: Display and lecture.

Use all or combinations of:

- (a) video of sportsmen's shows
- (b) movie, Van's Camp (first section)
- (c) magazine display advertisements
- (d) brochures

Tremendous amounts of money and energy are expended in the promotion of hunting or fishing experiences. Sports shows may have attendance figures of 250,000 or more. Entire magazines are geared to the promotion of hunting. Individual guides or outfitters spend a great deal of money on advertisements and brochures. All of this effort is aimed at enticing the client to the enterprise.

If possible, have a guest speaker from Travel and Tourism describe various marketing methods.

CONCLUSION: The guide must view himself as an important component of a very large on-going process.

SKILL : TOURISM INDUSTRY KNOWLEDGE

OBJECTIVE: Learning about package tours/booking agents

METHOD: Lecture

Some hunters may want more than a traditional hunt. This group might consider a combination adventure tour and hunt. For example, although seal hunting is not promoted, it might be included in a combination tour and hunt. The client may be interested in observing lifestyles or seeing historic sites. A seal hunt could be included as a part of the package. In this way, an adventure tour could be promoted by specific agencies.

Discussion: Brainstorm for other combinations that might appeal to the adventure tour market. Include the profile of the likely candidate, i.e. --well educated, fairly affluent--approachable through the combination of adventure.

Explain the role of a booking agent. Show how he gets paid for what he does. Describe all of his functions regarding promotion and expedition of the tour.

CONCLUSION: The guide will become aware of various sources for clients.

* Note: The following 3 lessons can be treated as a review.

SKILL: TOURISM INDUSTRY KNOWLEDGE

OBJECTIVE: Creating an awareness of the client's needs and expectations.

METHOD: Case Study:

A group of five tourists has arrived in the community of Cambridge Bay to take part in a polar bear hunt; they are from New York City. Their plane has arrived on schedule. It is almost one hour before Danny O., the guide, arrives to meet them. He takes them to the local hotel and drops them off saying he will be back the next day at 8:00 a.m. to begin the hunt. One tourist asks, "Does the hotel take American Express?" Danny says he is not sure. "Can I telephone home?" asks another. Again Danny is not sure.

Danny drives away leaving the clients standing in front of the hotel. The next morning the clients are waiting in the lobby at 8:00 a.m. Danny does not make an appearance until 9:15 a.m. The clients are very upset.

Sample questions for case study:

1. What did Danny do wrong?
2. What should he have done?
3. Would the tourists think he was a good guide?

CONCLUSION: A guide must run-through the meeting with his clients before it occurs. He must prepare himself for the possible questions that will arise.

SKILL : TOURISM INDUSTRY KNOWLEDGE

- OBJECTIVES:
- 1) Make a list of questions most commonly asked by clients.
 - 2) Understanding the importance of being able to answer questions.

METHOD:

I.

With the assistance of the guides, construct a list of the most commonly asked questions by tourists. For example:

Where are the:

- eating facilities; what are the costs, etc.
- local attractions; what are the costs
- local transportation facilities and costs
 - e.g. taxi
- sources of entertainment
- medical facilities
- police
- shopping places, for equipment or for art works
- airline facilities and what are the connections
- sources of visitor information - e.g. tourist information
- churches
- wildlife officers or licencing places for hunting and fishing

II.

Discuss with the guides the importance of being able to answer client questions. Points to be brought out might include:

- promotion of confidence and dependability of the guide
- enhancement of guide's own knowledge

CONCLUSION:

A professional is prepared. The guide must know his business if he is to gain respect. The client will look up to the guide if he seems knowledgeable and confident. This first impression is important.

SKILL : TOURISM INDUSTRY KNOWLEDGE

- OBJECTIVES:
- 1) Greeting the client.
 - 2) Finding the client's likes and dislikes.
 - 3) Extending hospitality.

METHOD: Discussion and Role Play.

no two people are the same, yet the tendency is to group individuals under the term "Tourist" and stereotype them. The guide must constantly remind himself that he is dealing with specific people.

During the meeting phase, the guide should ask what the client's main interests are. He should also find out if there is any medical problem or specific diet needs.

At this point, the guide should give a brief outline of what his intentions are and ask if the client has any requests or questions.

This is also a good time to check the client's equipment. Should he be wearing rubber boots? Did he bring mitts, rain-gear, or whatever will be appropriate?

Role Play:

Have students take turns playing guide and client. Initiate by example the greeting phase (smile and strong handshake--introduction of names). Have them ask for any information they will require (see above).

<p>* Note: If possible, arrange for a guest speaker from the tourism association to give views on hospitality and hosting.</p>
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CONCLUSION: The first phase of guide/client meeting is all-important. This will establish confidence in the guide and promote a feeling of well-being in the client.

SKILL: REVENUE POTENTIAL

OBJECTIVE: Seeing the potential for growth.

METHOD: Discussion and lecture.

Discuss present hunt packages and costs.

Examine cost structure and evolve costing segments, i.e. transportation, guiding fees, etc.

Compare various hunts and their availability.
What is the average cost for:

polar bear hunt
musk-ox hunt
caribou
sheep, etc.

What other potentials exist?

Consider a hunt for black bear (where applicable).

<p>* If possible, secure a guest speaker, either a promoter, booking agent or M.N.R. personnel for discussion of hunting potential.</p>

CONCLUSION: There is a potential for growth (viz Alaska's success, Lesson 12); however, methods and styles may have to be examined in order to be competitive.

UNIT TWO: IMPACTS AND CHANGE

- LESSON 1: Foreign competition
- LESSON 2: Internal competition
- LESSON 3: Boundaries and limitations
- LESSON 4: Avenues for change
- LESSON 5: The need for conservation

Module A Unit 2 Lesson 1

SKILL : IDENTIFICATION OF FOREIGN COMPETITION

OBJECTIVES: The guide who has mastered this skill will be able to:

- list competitors outside of the N.W.T.
- explain differences and similarities of services offered by outside competitors.
- explain advantages and disadvantages of N.W.T. operations in comparison to outside competitors.

METHOD:

1. Show films or slide shows available from travel agencies showing tourist attractions available outside the N.W.T. Use various hunting magazine articles to show other alternatives.
2. Discuss with guides the factors that make outside tourist operations very attractive. Points to emphasize include:
 - ° cheaper rates
 - ° more variety to choose from
 - ° most locations are easier to get to

* Refer to Safari Magazine for prices of African hunts.
3. Invite an operator to discuss competition outside of N.W.T. Some of the following points should be emphasized:
 - ° hunting and fishing operations in Yukon, Alaska and the provinces
 - ° various holiday options available in Canada and the U.S.A.
 - ° tour packages available throughout the world for comparable costs. For example, a \$5000 package can include air fare and all expenses for a two week African hunt.
4. Ask guides why more tourists do not come to the N.W.T.
 - ° high travel and accommodation costs
 - ° remote locations which are difficult to reach
 - ° severe cold

METHOD: (continued)

5. Brainstorm for ideas and concepts that make a tourist experience in the N.W.T. very unique.

Examples:

- exotic trophies like polar bear and musk-ox
- culture
 - arts and crafts
- food
- weather
- scenery
- wilderness
- sparse population
- vast distances

CONCLUSION: Competition is severe and costs have to be carefully controlled in order to be attractive.

SKILL: IDENTIFY COMPETITION WITHIN N.W.T.

OBJECTIVES: The guide who has mastered this skill will be able to:

- list various competitors within the N.W.T.
- explain differences and similarities of services offered by competitors.
- list factors that will enable an employer's operation to remain competitive in the N.W.T. market.

METHOD:

1. List with the guides the various hunts available in the N.W.T. These could be categorized under specific hunting areas.
2. Review features, services and activities that attract clients to one operation as opposed to-another. Examples include:
 - o good service
 - o price
 - o good accommodation
 - o food services
 - o good hunting success
3. Ask guides to list factors that will enable the employer's operations to remain competitive within the North. The list would include everything above plus the following:
 - o good management
 - o good promotion
 - o information
 - o hospitable staff
 - o good conservation practices
 - o competent trophy handling

CONCLUSION: Although competition exists, it is not overwhelming in its implications. There is opportunity for a creative lifestyle in guiding.

SKILL: IDENTIFICATION OF BIG GAME ZONES

OBJECTIVE: The guide will gain an understanding of Wildlife Management Units.

ITEMS

REQUIRED: Maps of the area and recent summary of Sport Hunting Regulations.

<p>* Note: This topic serves as an introduction only at this stage. It can be dealt with in depth in Module C Unit 5 <u>Regulations</u>.</p>
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METHOD: Discussion.

A consideration of Wildlife Management Unit" boundaries, seasons and game distribution should be examined.

CONCLUSION: A guide must be aware of the limitations imposed by zone boundaries.

SKILL: IDENTIFICATION OF BIG GAME ZONES

OBJECTIVE: An examination of the existing structure with inputs for possible change.

METHOD: Discussion.

Get the guides to air their views as to what potentials are not allowed under the present system. The discussion should include some of the following:

- what areas are most exploited
- o what areas are least exploited
- what room is there for development
- what possible avenues for change exist

CONCLUSION: The guides will become aware that their inputs are required if positive changes are to be effected.

SKILL : BIG GAME MANAGEMENT

OBJECTIVES: Understanding the need for conservation.

METHOD: Lecture, Question , Guest Speaker.

Develop the concept of sport hunting as a harvesting of a replenishable resource. Point out that this can only be true if an optimum number of kills occur.

Wasting of the resource by over-hunting leads to a depletion of the herds and possible restriction on hunting quotas. Under-utilization can cause overcrowding in some instances, resulting in die-offs because of food scarcity. Another side effect would be parasite infestation which weakens the general herd.

If possible, a guest speaker, M.N.R., could present examples of animal counts and methods of game management.

CONCLUSION: The guide must grasp the "big picture" of conservation and be aware of his role in it.

UNIT THREE: THE BUSINESS OF GUIDING

- LESSON 1: The financial aspects of hunting
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- LESSON 12: Advertising
- LESSON 13: Developing your business

SKILL: BUSINESS CONCEPTS

OBJECTIVE: Understanding the value of the hunt.

METHOD: Lecture and Discussion.

Derive a dollar value for the harvesting of an animal by the hunter for his own use.

For example 1981-82 a black bear hide was worth \$55.00. In 1982-83 the average paid to a trapper was \$125.00; so assume the going rate to be in the mid-range, i.e. \$100.00. If the bear meat was consumed, it would have a value of approximately \$200.00 or less.

However, if this same bear was harvested on a guided hunt, it would bring a much higher value. (This value increases, since not all hunters are successful.)

Furthermore, the client's money benefits others in the community since he has to pay for travel, accommodation, souvenirs and licences.

Beyond this, the guide's wages are also circulated throughout the community.

(Develop this idea with polar bear or whatever species is indigenous to the area.)

CONCLUSION: The financial picture of big game hunting must display the characteristics of a major industry.

SKILL : BUSINESS CONCEPTS

OBJECTIVES: The guide will be able to:

- describe what the tourist spends his money on.
- explain what the operator may spend the tourist dollar on.
- trace how a dollar spent at their operation passes through the community. Where does it go? How many hands does it pass through before it leaves the community? Where does it go when it leaves the community?

ITEMS

REQUIRED: Dollar expenditure chart, overhead projector

METHOD: Using the overhead projector and a transparency of the dollar expenditure chart, show how cash flow operates.

Develop this by discussion and question in order to reinforce the concepts.

CONCLUSION: The tourist has many expenses even before he reaches his destination. He may be very cost conscious because of the expenses he has already incurred.

SKILL : IDENTIFY WAYS TO GIVE CLIENTS FAIR VALUE FOR THEIR MONEY

OBJECTIVES: The guide who has mastered this skill will be able to:

- explain what is meant by the phrase "fair value for money spent".
- list reasons why satisfied clients are the best advertising the guide and the operator can have.

METHOD: Discussion and question.

1. Ask guides what fair value for money means.
2. Ask why "fair value" for money spent is important for the guide. Some of the following are suggested points to make:
 - . by giving good service to the client -the employer, the guide, and the community benefit.
 - o good service will promote the guide's professional abilities within the guiding industry.
 - o clients will be more likely to return in future if they receive fair value.
 - o by giving good service, the guide increases the chances of further employment.
3. What happens if "fairvalue" is not received?
 - o the client is resentful and will not return.
 - o he will tell others he knows how he has been "ripped-off".
 - o he will try to persuade others to avoid the place where he feels he was cheated.

CONCLUSION: The long-term prospects for good tourism business must outweigh the short-term greed to over-charge.

SKILL: UNDERSTANDING THE BUSINESS CONCEPT OF TOURISM

OBJECTIVE: Examination of small business operation.

ITEMS

REQUIRED: Guest speaker from a small business, Economic Development, or Chamber of Commerce (if possible) .

METHOD: In a workshop setting, with a guest speaker-- (business, Chamber of Commerce or government) outline a business plan in which most of the participants are interested. This may be an outfitting business with a very limited amount of equipment which will hire on demand 3 to 4 guides to show tourists points of interest in the surrounding area.

This discussion should include:

- o how to get started in business
- o dedication, time skills, knowledge required
- . the "business plan" short and long term
- . role and importance of guides in their operation
- o reasons for being involved in the business
- o role and importance of others and how they will work as a team to be successful
- . utilization of existing grants, loans, subsidies

Later, this will be reinforced by the on-the-land segment in which each candidate takes his turn as a guide. In effect he is then running his own business enterprise.

CONCLUSION: The small business should be revealed as a naturally progressing plan. It should be shown to be accessible to anyone who has the desire to begin.

SKILL : UNDERSTANDING THE BUSINESS CONCEPT OF TOURISM

OBJECTIVE : Defining the terms revenues, expenses, profit and loss.

METHOD : Discussion and display.

Revenue: (money coming in) : This may include the price of the tour or sport package. This can also be money received for the sale of goods (arts and crafts) or for the sale of a service (taxi).

Expense: (money going out): This may include such items as wages for cooks, guides, manager and cleaning staff; air charters, supplies, building materials, promotion (marketing), equipment rental, insurance, licences, food, depreciation, office supplies, fees, employee benefits, bookkeeping, vehicle expense, repairs telephone, telex and xerox, interest and bank charges, bad debts, dues and memberships, travel, miscellaneous.

<p>* Note: Remind guides to keep all receipts for tax deduction.</p>
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Profit: This is the money remaining after the expenses are paid out of revenue.

Loss: The figure remaining if expenses incurred exceed revenue and the consequences of carrying a loss forward; the possible need for further financing and re-adjustment of a business plan. Ask guides why it is important to make a profit and what happens if there is a loss.

CONCLUSION: A business is successful if the revenue is larger than the expenses.

SKILL : UNDERSTANDING THE BUSINESS CONCEPT OF TOURISM

OBJECTIVE : How to calculate Income Statement.

METHOD: Display.

REVENUE:	10 clients at \$500.00 each	\$5000.00
	2 parties - (6+4)	
EXPENSES:	Food	\$ 800.00
	Gas	350.00
	Oil	30.00
	Coleman Fuel	30.00
	Boat, motor and equipment use	750.00
	Wages (3 guides)	1050.00 (\$70.00 per day)
	Your wages	800.00 (\$80.00 per day)
	Total Expenses	<u>\$3810.00</u>

Revenue - Expenses = Profit

Profit = \$1190.00 later in the year, deduct
depreciation, etc. for tax

CONCLUSION: A profit results from revenues being larger than expenses.

SKILL: UNDERSTANDING THE BUSINESS CONCEPT OF TOURISM

OBJECTIVE: Elementary Bookkeeping Practices

ITEMS
REQUIRED: Columnar pads (11 columns)

METHOD: Using generally accepted principles of accounting set up cash-flow for a hypothetical hunting operation.

Discuss terms:

- o petty cash
- o deposits
- o expenses
- o maintenance
- o operating costs

CONCLUSION: proper bookkeeping records are essential to a well-run organization.

* Note: This lesson must be adapted to local needs.

SKILL: UNDERSTANDING THE BUSINESS CONCEPT OF TOURISM

OBJECTIVE: How to decide on a price for your service.

METHOD: Discussion on the relationship of profit and fair value.

Case Study

Someone has heard that you are a good guide and they want to book a trip with you. Four people will be arriving if you give them a good price. How much will you charge for a 5 day hunting trip for the party of four men including food?

- Step 1: decide on food costs
(this is covered in Module E, Menu Preparation)
- Step 2: decide where you will take them
(total miles)
- Step 3: decide how you will get there (aircraft, skidoo, dog team)
- Step 4: decide on your wage and a helper's wage
- Step 5: decide on equipment use per hour cost

Calculations:

- Step 1: 6 men (4 guests + 2 guides)
the number is variable dependant
on the situation
x \$20.00 per day x total days
= 6 X 20 X 5 =" \$600.00
- Step 2 + 3: 2 boats (or skidoos) x 7 gal.
x 5 days
=2 x 20 x 5 + oil (\$30.00 \$230.00
or type of aircraft and costs for
all men, equipment and trophies

METHOD: (continued)

Step 4: helper's wage 5 x \$70.00 \$350.00
 your wage 5 X \$80.00 \$400.00

Step 5: Boat, motor, skidoo or dog team
 and equipment use:

TOTAL VALUE . COST PER HOUR
 1000

$\frac{2 \times 6000 + 2000}{1000}$ (other equipment) \$14 per hour

@ 5 hr. min. per day = 5 x 14 x 5 = \$350.00

TOTAL COST: 600 + 230 + 350 + 400 + 350 = **\$1930.00**

Since there are 4 men, you cannot charge them any less than \$500.00 each.

500 x 4 = \$2000.00

PROFIT = \$2000 - \$1930 = \$70.00

The profit is small - so you must now decide on your competition and charge accordingly. Perhaps they will agree to \$600.00 per man.

Your profit = 600 x 4 - 1930 = **\$470.00**

* Note: Equipment amortization must be considered. Since the

$\frac{\text{Cost of the equipment} - \text{salvage value}}{\text{Total Hours Used}}$

would give an hourly rate. For a quick rule of thumb, use 1/1000 of its value per hour - then set an hourly minimum per day.

e.g. Boat + Motor

$\frac{\$3000.00 + \$3000.00}{1000} = \$6.00$ per hour

METHOD: (continued)

<p>If a 5 hour minimum is used, then $5 \times \\$6.00 = \\30.00 per day or: if less competition or short season, then $8 \times \\$6.00 = \\48.00 per day</p>
--

CONCLUSION: A guide should not "guess" at his price. He must know his expenses and his competition; then, being aware of fair value, decide on his price.

SKILL: PROMOTION, ADVERTISING AND MARKETING

OBJECTIVE : The guide shall become aware of the vastness of the promotional industry.

METHOD: Lecture, film, discussion.

Arrange to view a suitable film or video which shows the enormity of a sportsman's show.

Bring out the aspects of promotion in its various modes. Using magazine displays discuss some of the costs involved in promotion.

Describe how booths are set up or allocated in sportsman's shows.

Discuss costs involved in attending these.

Point out that this aspect of tourism can be regarded as an industry in itself.

CONCLUSION: The guides will become aware of the necessity of promotion and by the following lessons, see how they can participate in it.

SKILL : PROMOTION

OBJECTIVE: Recognition of the need to generate repeat business.

METHOD: Discussion and question.

In a lecture format, show the integration of advertisement and promotion required to attract a tourist. This is only the first step. If this person does not have a pleasurable experience--he will dissuade others from going and undo all the efforts of previous advertising and promotion.

People tend to repeat enjoyable experiences. They also influence others to try the same experiences. The guide's role is that of facilitator. He must assure a high-quality tourism experience. This high standard enhances his professionalism and ensures repeat business.

(lecture method - psychology of pleasure - approach-avoidance concepts)

CONCLUSION: Each tourist has to be made to feel welcomed. This will ensure his return and his goodwill extended to others to encourage them to visit the area.

SKILL: PROMOTION

OBJECTIVE: Suggestions of other tourism facilities.

METHOD: Question and discussion.

First, state the necessity of ethics. If a guide is working for one employer, he should not recruit business for a competing facility; nor should he use this opportunity to recruit business for himself. As an employee, he must honestly represent the establishment he works for.

However, there is no conflict of interest or breach of ethics to promote other tourist attractions in the area. In fact, this enhances the value of the tourist's experience as well as contributing to the general income of the area.

By question - get the guides to suggest other possible tourist attractions in the area. Some suggestions:

- visiting the arts and crafts shop
- chartering an air sight-seeing flight
- taking a guided tour of a historical site

CONCLUSION: The guide should reveal other tourist options which do not conflict with the situation. This will benefit the tourist and the area income.

SKILL: PROMOTION

OBJECTIVE: How to promote your own business by advertising.

ITEMS
REQUIRED: Business cards, letters of reference, brochures,
examples of newspaper and magazine ads.

METHOD: Lecture and display.

1. Introduce the concept of business cards.
Have some price lists available.
2. Produce letters of reference from previous guests.
3. Show several styles of brochures. have information on the printing costs.
4. Find the costs for newspaper and magazine ads.

Business cards are the least expensive method of advertising. However, the card must be distinctive and clean. (Do not offer a client a soiled or dog-eared card. This is worse than none at all. Remember the card represents you.)

Reference letters can be photocopied.

Brochures can be simple black and white renditions or elaborate colourful ones. Avoid this type of investment until your business can justify the expense.

Newspaper ads are inexpensive. A simple ad in the "sports and recreation" section could get results. Choose a paper that circulates in an area most of your guests come from. This can be determined also by choosing cities with direct travel routes.

Magazine ads are useful, but more expensive. Avoid advertising in publications that call you up in order to get you to advertise. These are usually poor editions who are only interested in getting your money. There are some that are actual con-games.

CONCLUSION: Start slow. Don't sink vast amounts of money in shaky advertisements. Business cards and newspaper ads are very good beginning steps.

SKILL : PROMOTION

OBJECTIVE: Developing your own business.

METHOD: Lecture.

Two other means of promotion can be very useful to a beginning business.

First, you could approach a travel agent or promoter. In order to do this you would require an exact description of the services you are offering along with a package price. You would also probably need brochures describing your offering.

Or--you could arrange for a tourist to become your promoter. For example, if you have successfully guided someone who is pleased with your service, you could request that they promote your business. You could offer them a free trip (they would pay their own transportation) if they could recruit four more clients. In this way you would guide five and be paid for four. In a way, this is offering a discount, but in another light, it is payment for the promoter to send you clients.

Beside these methods, you could approach visitors, and after some discussion, offer them your business card. This may bring results even years later.

* INSTRUCTORS NOTE: Suggest a possible adventure tour package in the area. Show also the possibility of an interpretive or study tour of local interest. Relate also how adventure tours are promoted.

CONCLUSION: A successful businessman must be a tireless promoter.

UNIT FOUR: THE GUIDE DEFINED

- LESSON 1: The guide's responsibilities
- LESSON 2: The guide's role
- LESSON 3: The guide, the client, the game
- LESSON 4: The tourist's view of the guide
- LESSON 5: Professionalism
- LESSON 6: Assertiveness
- LESSON 7: Leadership and good judgement
- LESSON 8: Problem solving
- LESSON 9: The belligerent client
- LESSON 10: The ethics of a guide

SKILL: UNDERSTANDING THE GUIDE'S ROLE

OBJECTIVES: 1) Defining 'Guide'.
2) Outlining the responsibilities of a guide.

METHOD: I. Discussion: "What is a guide?"

This experience should outline the various requirements of a guide. It should also break some stereotypic conceptions of those who call themselves guides, yet exhibit few of the criteria.

At different times, a guide can be:

- o an historian
- o a photographer
- o a resource person
- o a medic
- o a surrogate parent
- o a teacher
- o a psychologist
- o a cook
- o an example of how to live in Nature

II. Discussion.

- o Guide's responsibility to his profession
 - personal hygiene
 - personal equipment
- o Responsibility to the guest's well-being and safety
- o Responsibility to lodge or outfitter's equipment and policies (liquor)
- o Responsibility to the resource

CONCLUSION: A guide may be different things at different times--but he must always be professional and deserving of respect.

SKILL
REVIEW: UNDERSTANDING THE GUIDE'S ROLE

<p>* NOTE TO INSTRUCTOR: Decide if this is appropriate for the specific class mix.</p>
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OBJECTIVES: The guide who has mastered this skill will be able to:

- list all the duties and responsibilities of his job
- appraise his own level of skill for each job duty
- discuss his job relationship with his employer and his customers
- explain the meaning of contract

METHOD:

1. Working in pairs, have guides outline the major areas of job duties they are responsible for, then list all of the individual tasks that are necessary to complete each major job duty. If possible, have each guide work with his employer or an experienced co-worker who knows what his job requires. Have guides use their job contracts or job descriptions, if they have one as a reference.
2. Have each guide appraise his own skill level by checking off those jobs he can do well now, those he can do but needs to improve on, and those he can't do at all. Have the guide's employer check to be sure he agrees.
3. In small groups, have guides discuss the questions about their job duties and responsibilities. (See following)
4. Ask the guide what a contract is. Create a sample contract.

METHOD: (continued)

QUESTIONS ABOUT JOB DUTIES AND RESPONSIBILITIES

1. How is your job different from your boss's job? What is your boss responsible for that you don't have to worry about? What jobs do your fellow workers have?
2. Who pays you? What do you have to do to earn your pay? Do you have a job contract that calls for certain things? Does your boss expect anything from you that might not be called a job duty?
3. Who is responsible for making sure that you do your job well - you, or your boss? Does your boss have the right to criticize you if you don't do your job well?
4. Because it is you who works most closely with the customers, your boss probably expects you to represent the feelings, style and goals he has for the business. Which of your job duties must require you to keep your boss's ideas in mind?
5. Are there any particular policies your boss expects you to follow? Is your role in making sure the company policies are followed any different from your boss's role?
6. Your customers will have expectations about what your job should be. If their ideas are different from yours or your boss's, how would you explain to them what your job really is and is not? Do you think you should accept suggestions or do things differently to please your customers? How can you offer suggestions to your employer?
7. What steps do you need to take now to make sure that you can do all your job duties well, to be a professional at your job?

CONCLUSION: If a guide is working for an employer he must represent that person in the best possible light.

SKILL: THE GUIDE'S ROLE

OBJECTIVE : The great triangle: the client, the animal, and the law; an examination.

METHOD: Discussion.

Life would be easy if a guide had only one boss. In reality, he does: and that one boss is himself. However, before he acts on his decision, he must examine how his actions affect all three parts of his world.

First, he is responsible to his client. Safety is always the foremost consideration. After this requirement come the various parts of client satisfaction and comfort and consideration.

Next, the guide is responsible to the animal. He owes the animal a humane and dignified death. He must also consider the conservation aspects regarding the amount harvested. He continues in his responsibility to the animal after its death to ensure that the meat and hide do not spoil or waste. The antlers or horns must also be carefully considered for their trophy potential.

Finally, the guide is responsible to the laws of our land. The Conservation Officer should be seen as someone who holds the same values as you. Both of you work for the same goal; for without the animal resource, there is no guiding.

At times these three areas will be in conflict. This is the time that the guide's decision must be used to resolve the difficulty. His decision may make his client angry or resentful. However, as a professional he should never agree to break the laws--either man's or nature's. The resource is there to be harvested, but it must also be protected.

Bring out some examples of conflicts and discuss how these can be resolved.

CONCLUSION: A guide must consider his obligation to all three parts of his world.

SKILL : UNDERSTANDING THE GUIDE'S ROLE

OBJECTIVE: Viewing the guide from the tourist's perspective.

METHOD: Discussion and question.

Ask guides what tourists expect from their holiday. Include such points as:

- friendly and alert guides
 - o prompt courteous service
 - o a knowledgeable guide
- proper safety procedures
 - o cleanliness
 - o good food
 - o accommodation suitable to the activity
 - o a fulfillment of contract
- ability to read weather
 - o practice safety on the job

The guide's role also includes the following:

- o provide visitors with prompt, courteous, efficient services
- to provide correct and detailed information when requested
- to promote other packages for repeat business
- o to act as goodwill ambassador for your employer, your region, the N.W.T. and to ensure their safety, comfort and enjoyment

CONCLUSION: A guide is a highly trained professional who must act that way all the time.

SKILL : PROFESSIONALISM OF THE GUIDE

OBJECTIVE : To review the elements that make the guide
a Professional.

METHOD : Discussion and question.

The following is a list of some qualities that describe a guide who is professional in the way he deals with his customers. What else could be added to the list? Which ones are most important in your job?

- o finds out a bit about what his customer's life at home is like
- o always dressed neatly and cleanly
- o arrives on time
- o confident that he knows what he's doing
- o firm but polite and friendly in problem situations
- o takes charge when necessary
- o shares friendliness with everyone instead of picking favourites
- o encourages tourists to ask questions
- o listens to new ideas and suggestions from customers
- o talks to customers
- o shows an interest in customers
- o listens to the tourist's stories
- o answers questions politely
- o checks with customer often to make sure he is happy and comfortable
- o open and willing to talk about himself and his community a bit
- o tells only the real facts in answer to a question
- o admits it when he does not know something
- o manages to make his customers feel confident if they are afraid of something

METHOD: (continued)

cheerfully looks for the positive in a situation instead of worrying about the negative

CONCLUSION: A professional guide is one who is skilled in his trade and communicates with his clients.

The purpose of this unit is to help the guide develop a confident, professional attitude to his job. The case studies and role play exercises will help the guide to build confidence in his own leadership abilities. He will develop an assertive approach to making decisions, solving problems and dealing with conflict.

SKILL: PROFESSIONAL ASSERTIVENESS

OBJECTIVE: From the first meeting, the guide must gain respect as a person worthy to follow.

METHOD: Since the first meeting of guide and client will cause each to judge the other, the guide must be prepared to take the leading role, diplomatically.

Step #1:

The guide must be neatly and cleanly dressed. This will place him in a good position at the beginning.

Step #2:

A firm handshake - good eye-contact and an introduction of names should be started by the guide. Since this is the building block of judgement - he must be in a position to be in control from the start.

Step #3:

Take charge. Have something definite to say and know what you will tell them to do. You should ask the reasonable questions:

"Do you have all your luggage?" or "Are you ready to go out?" or whatever is appropriate.

* Without this beginning you will not be able to gain control when it may be necessary.

HAVE STUDENTS PRACTICE THIS GREETING.

CONCLUSION: A professional must be a leader from the start. However, this must not be overdone either.

SKILL : PROFESSIONAL ASSERTIVENESS

OBJECTIVE: Develop judgement in leadership situations

METHOD: Case studies:

* Instructor's Note: What follows is a series of case studies with a possible solution. Depending on the student-mix, you can read out the case study or enact the situation as role play. Once someone has suggested a solution, ask others if they agree with it.

Situation #1

You are leading two hunters who are anxious to make a kill. They have not seen any game for quite a while, when suddenly one of the hunters spots an animal. You can see right away that the animal is too small to be legal but the hunter insists that he is going to shoot and starts to aim his gun. What would you do?

Potential Response:

Firmly but politely explain to the hunter why he cannot shoot the animal. Point out that the hunter risks having not only his game and his firearm taken away by the local wildlife officer, but also a stiff fine. The guide and the outfitter would also be in trouble and probably would not welcome the hunter for another trip.

Situation #2

You are out on a boating trip several miles from home and you notice that the weather is going to change. You are worried about getting home before the weather is bad and you feel it is time to go. Your tourists are enjoying themselves and don't notice what you see about the weather. As far as they are concerned, the weather is beautiful and they want to stay right where they are. what is the best course of action for you

METHOD: (continued)

Potential Response:

Firmly, but politely explain that you are in charge and that you are the one who knows the weather best. Explain that for the tourists' own safety you must go home now and apologize for the disappointment.

Situation #3

You are flying from your hotel or lodge to an outcamp with a group of tourists when your plane goes down. You have no idea how long it will be before help comes to your rescue. The weather is not too good. You have basic survival gear with you, but no provisions or supplies for a long stay in comfort. What steps should you take? In a survival situation such as this one, there are lots of problems that can cause people's attitude or frame of mind to reduce their chances of survival. What steps can you take to prevent this kind of danger?

Potential Response:

Make sure everyone stays with the plane.
Look after basic needs like shelter, warmth, food.
Care for the needs of the injured.
Arrange some way to signal rescuers for help.
Maintain a positive optimistic attitude.
Keep people busy and active.
Try to make use of everyone's different talents in the best way possible.
Stress the importance of working together as a team.

Situation #4

You are leading a group of tourists on a dog sled trip. You stop to camp out overnight. One or two of your guests don't want to do any work, but there are lots of things that must be done so that everyone will be comfortable, safe and happy. What are your responsibilities? What is the best way to get all the jobs done?

METHOD: (continued)

Potential Response:

Your responsibilities are: (1) make sure that everyone is safe, warm and as comfortable as possible, and (2) to fulfill the conditions of the tour package agreement about the clients' responsibilities for work during the trip. If the agreement stated that the tourist would be expected to do nothing except enjoy himself, then his expectations will be that the guides will do all the work. If the tourist paid for a 'working holiday' in which he would participate in everything, then he will be expecting to be involved in the work of setting up the camp.

To get the necessary jobs done, be flexible about the involvement of the tourists. if possible, delegate some of the jobs to them. Get a tent up and tea on before finishing camp set-up. Do the work yourself if tourists are unable or unwilling to help.

Situation #5

You are hiking with several tourists when a woman slips on loose gravel and loses her balance. She is near the top of a hill and becomes quite frightened. She refuses to go any further; but when she looks around, she sees that the way she has come is just as bad. She is too frightened to move. The rest of the group is find and want to continue with their walk. What should you do?

Potential Response:

Take a break and prepare a snack, tea or lunch. Keep the mood relaxed and light. Be firm, but friendly about explaining why it is necessary to move on or return home. Consider involving all members of the group in deciding how to proceed.

The following questions are optional. They will challenge the more experienced guides.

METHOD: (continued)

QUESTIONS ABOUT THE CASE STUDIES ON LEADERSHIP

1. What style of leadership would be most useful for handling each of the situations described? Could different types of leadership be helpful in any of the situations?
2. In most of these situations, you as leader would have to take charge right away, because you are the guide. If you are not used to being a leader, you may feel uneasy or uncomfortable about taking leadership. What could you do to overcome your shy feelings?

CONCLUSION: Leadership and good judgement are the necessary qualities of a guide. No one is born with them; they have to be learned and developed.

SKILL: PROFESSIONAL ASSERTIVENESS

OBJECTIVE: Applying logical steps to solve a problem

METHOD: Case study - discussion and questions:

study #1

A guide is out in a 16 foot boat on a large lake with two hunters looking for caribou. One of the hunters shoots a large animal at about 3:00 in the afternoon. About an hour before dark, a hunter spots another caribou, about 3/4 of a mile in from shore. The buck is a good trophy animal and the hunter shoots it, without first telling the guide. A wind is coming up and the water is quickly becoming dangerous.

Study #2

A guide is leading four hunters from Texas on a walk to look for game. They have been out every day for three days without spotting anything. This is their last day and everyone is anxious to see some animals.

One hunter is a man in his 60's who is constantly bragging about what a great hunter he is. He talks constantly about the huge trophy he plans to take home with him and about the admiration all his friends will have for him when he returns as the mighty hunter. It seems to be very important to him to shoot a trophy animal.

Another man in his 60's is a doctor, who is quiet and rarely says much. His wife is a photographer. She chats quite a lot with the other guests and speaks often of this once-in-a-lifetime chance she has to get great photos of wild animals. She carries her camera carefully with her all the time but so far is disappointed that she has not gotten the photos she wants. The day is warm and she is wearing a light jacket over her shirt.

The fourth hunter is a man in his mid-40's who is somewhat overweight. He is always cheerful, constantly making bad jokes.

METHOD: (continued)

The group sets off in good spirits. The guide is aware of how anxious the group is to see game, so he leads them to a valley further away than he usually goes in the hopes of finding some animals. Some other hunters in another group have reported seeing a herd from some distance near the valley and everyone is excited about the possibilities.

The route the guide chooses takes the group over some rough terrain. They do lots of scrambling over rock and creeks, across valleys and ridges, but still there is no sign of any game. Late in the day, the wind picks up and the temperature drops. It is taking much longer to get back to camp than the guide had expected and the daylight starts to fade. The overweight man starts to puff a lot and to lag behind the others, but he remains cheerful and full of humour. The doctor just quietly walks along not saying much. His wife has become quiet now too and walks with her head down much of the time. The man who thinks he is a great hunter has started to get irritable and starts to pick fights with the joker, complaining about his bad company. The overweight man makes a bad joke about being lost outside in the dark, as he flops down on a rock and refuses to move. The doctor's wife begins to cry and the proud hunter stomps off in a rage to sit on another rock some distance away. The guide is confused at this turn of events and starts feeling worried and wonders what to do.

Study #3

A tourist has made a stop over at the hotel before flying out to your outcamp where he will spend a week fishing. The weather is bad and the flight has been delayed until tomorrow. No particular plans have been made for the tourist this evening. He has spent an hour walking around the community and complains that he has seen everything, there's nothing to do. He is pacing around being irritable. The owner is away and it is up to you to make the guest feel satisfied.

METHOD: (continued)

Study #4

A guide must be a people pleaser but he must also be responsible to the land. Ultimately, the values of Nature outweigh the individual client's desires. However, this must be handled diplomatically, yet firmly.

(Role play - "How to handle the 'slob hunter/fisherman'")

Have one person play the role of the 'game hog', one who wants to keep more than his limit. Have the guide deal firmly but diplomatically. Remember, if the client is over-limit, the guide can be charged by law.

For each problem, apply all or some of the following, as applicable:

1. What was the main problem? To sort it out, ask:
Who had the problem?
What was the problem?
When did the problem happen?
Where did the problem happen?
Why did the problem happen?
Was there more than one problem?
2. How did the problem likely develop? What caused the problem?
3. What is the most urgent problem, or which part of the problem needs attention right away?
4. The guide will have an idea in mind of how things should be once the problem has been solved. What goals must be met? What would be nice to have happen that is not as important?
5. What possible solutions can you think of to the problem? (try to come up with as many ideas as possible, even ones that seem silly or stupid).
6. Which solution do you think will work best?

METHOD: (c o n t i n u e d)

-
7. What does the guide need to do to put his solution into action? What could he do to avoid any risks with his solution? What can he do if those things he is worried about actually happen?
 8. What could the guide have done to prevent the problem from happening in the first place?
-

CONCLUSION: Problems can not be avoided, but they must be controlled. Keep your temper, keep your sense of humour, and guide your clients through the problem.

SKILL: PROFESSIONAL ASSERTIVENESS

OBJECTIVE: Learning how to handle the belligerent client

METHOD: Discussion and lecture:

Develop guidelines for belligerent people:

GUIDELINES FOR HANDLING BELLIGERANT PEOPLE

1. Keep your self control.
 - be polite at all times
 - resist the tendency to fight back
 - realize that the attack is probably not really an attack on you personally, but that the tension and aggression probably comes from someplace else
 - keep calm, cool and quiet in voice and body
 2. Explain briefly what your position is.
 - stick to the facts, try to avoid dealing with feelings
 - repeat your position calmly
 3. Try to divert the person's attention to some other topic which is less upsetting to him.
 4. Think about possible escape routes if the person appears violent.
 5. If necessary, back off quietly and go for help.
-

CONCLUSION: Emphasize self-control. At no time should a guide get into a fight with a client. He must control his anger and act like a professional.

SKILL: PROFESSIONAL ETHICS

OBJECTIVE: Seeing conservation as an integral part of guiding

METHOD: Lecture, discussion, guest speaker.

If possible have a qualified speaker describe conservation methods. Show how game quotas are set to protect the animals. Show also how any infringements are not only unethical but also illegal. Any disregard of conservation ethics not only endangers to resource, but can also be used to curtail hunting by anti-hunting groups.

Discuss the ethics of reclaiming a wounded animal.

What should a guide do if his client wounds an animal, then displays reluctance to track it?

CONCLUSION: As a professional, the guide must clearly make his stand towards conservation.

SKILL: PRIMITIVE WEAPONS

OBJECTIVE: To show accuracy, penetration and limitations of the bow.

ITEMS
REQUIRED: Bow and archery supplies.

METHOD: Display and lecture.

Show how the compound bow differs from a conventional bow. Display shafts, broadheads and quiver system.

With photographs and magazine articles show how the bow has been successfully used on all types of animals.

In the discussion on penetration, relate how an arrow can penetrate 20-25" of sand, whereas a bullet will rarely go 8".

In so far as limitations of the bow are concerned, tell how vital organs must be the target. A broadside or slightly quartering away angle is preferable, since large bones must be avoided.

If situations allow--demonstrate accuracy, range and penetration capabilities.

CONCLUSION: The guide will understand the special requirements of the bow hunter.

SKILL: PRIMITIVE WEAPONS

OBJECTIVE: To show the requirements and limitations of the muzzle-loader.

ITEMS
REQUIRED: Muzzle-loading rifle and supplies.

METHOD: Display and lecture.

Show the loading method of the muzzle-loader. Relate how the powder is moisture sensitive and that the arm may have to be discharged and cleaned nightly.

As the bow, the muzzle-loader is very much the "one-shot" weapon. It can be reloaded fairly rapidly with specialized containers, but normally 20 seconds to 1 minute is usually required for reloading. This may alter slightly with field conditions and excitement.

The ball or slug has a rainbow-like trajectory, compared to the modern rifle's projectile. This makes a great demand upon the shooter for precise range estimation. In an unfamiliar surrounding, the shooter may have to rely on the guide's estimation of distance. Above the treeline this can become quite difficult.

Demonstrate accuracy and capabilities of the muzzle-loader.

CONCLUSION: The guide will be familiar with the requirements of the muzzle-loader.

MODULE B: GUIDING SKILLS

- UNIT ONE: Firearms
- UNIT TWO: Game Animal Knowledge
- UNIT THREE: Navigation
- UNIT FOUR: Emergency Skills
- UNIT FIVE: Safety and First Aid
- UNIT SIX: Photography

MODULE B

UNIT ONE: FIREARMS

- LESSON 1: Firearms safety
- LESSON 2: Firearm identification
- LESSON 3: Theory of ballistics
- LESSON 4: Trajectory and wind deflection
- LESSON 5: Sight adjustments
- LESSON 6: Shooting positions
- LESSON 7: Close range sighting
- LESSON 8: Long range practice
- LESSON 9: Maintaining zero
- LESSON 10: Cleaning firearms
- LESSON 11: Misfiring
- LESSON 12: Poor accuracy
- LESSON 13: Firearm troubleshooting
- LESSON 14: Introduction to reloading
- LESSON 15: The six steps in reloading
- LESSON 16: Primitive weapons
- LESSON 17: Archery considerations
- LESSON 18: Limitations of muzzle-loaders

METHOD : (continued)

- o remember - you can be suffering from hypothermia and not know it. Listen to your partner.

Treatment:

Mild hypothermia:

- . stop all activity
- drink warm, sugared, non-alcoholic liquid

Moderate hypothermia:

- stop all activity
- change clothes if wet
- o put on more clothing if available
- find shelter using least amount of energy (a snow bank can be shelter)
- o apply heat to the head, neck and body trunk
- apply active warming to the extremities (hands, arms, legs and feet) when the subject starts to shiver.

Severe hypothermia:

- o subject may appear dead for some time
- . do not stop treating too soon
- change subject's clothes
- o carry out artificial respiration (possibly mouth-to-mouth) at half the normal rate
- o Do not actively warm the extremities
- . apply heat to the head, neck and body trunk
- get medical aid as soon as possible.

CONCLUSION: A guide must watch for signs of hypothermia in himself and in his client. Make sure your clients clothing is proper for the conditions that could happen. Remember that your client may not be in a physical condition equal to yours--be sure you do not allow him to become exhausted.

NEXT LESSON: Cold water near-drowning.

SKILL: NEAR DROWNING IN COLD WATER

OBJECTIVE: The guide. will learn the DO's and DON'TS in treating the subject.

METHOD: 1. Question: Ask "How long can a person be underwater and still be revived?"
2. Introduction and show video tape.
3. Discuss important points - review C.P.R.

Any person who "drowns" in cold water less than 70 degrees F. may be revived through the use of cardiopulmonary resuscitation (CPR).

When a person is drowning in cold water a phenomena occurs which is called The Mammalian Diving Response.

What happens is that the body's blood is diverted to directly service the heart and brain. All other functions are put on "hold" .

Drowning victims have been known to survive being underwater for an hour or so because of this.

Treatment:

- assume the victim has been in the water for less than an hour
- start CPR immediately
- insulate the body against further heat loss
- be very gentle with the subject
- when consciousness returns do not allow subject to get up and move around
- transport subject to medical aid as soon as possible
- keep in mind cold water near-drowning victims often suffer serious medical complications within 24 hours after the incident.

Module B Unit 1 Lesson 1

SKILL: BASIC FIREARMS SAFETY

OBJECTIVE: Understanding the ten basic rules of firearm safety.

ITEMS
REQUIRED: Firearm Safety Student Manual
Available from Department of Renewable
Resources, N.W.T.

METHOD: Lecture and Discussion.

The guide must not only fully understand these elements, he must also be ready to impose them on his clients.

1. Treat every firearm as if it were loaded.
2. Always control the muzzle of your firearm.
3. Be sure of your target and beyond.
4. Be aware of ricochets from water or flat surfaces.
5. Never point a firearm at anything you do not want to shoot.
6. Never run, climb or jump with a loaded firearm.
7. Store firearms and ammunition with care.
8. Be sure the barrel and action of your firearm are clear of all obstructions.
9. Unload firearms when not in use.
10. Avoid alcohol before or during a hunt.

CONCLUSION: The guide must be the model of safety for his clients and observant of their habits.

SKILL: FIREARM IDENTIFICATION

OBJECTIVE: The guide will become aware of the various actions and safeties provided on all possible familiar makes.

ITEMS
REQUIRED: Five example firearms or photos to show the actions and safeties.
Firearms magazines displaying various types and brands.

METHOD: Display and discussion.

Each of the five actions should be examined:

1. bolt action
2. lever action
3. pump action
4. semi-automatic
5. single shot (falling block, i.e. Ruger No. 1 or similar)

The lesson should strive to show the distinction of each, their safety apparatus and any peculiarities of the type.

If the cross-section of students shows great familiarity with the basics--involve brand identification in order to increase working knowledge, i.e.:

familiarization with Sake, Tikka, Weatherby, Saur, etc.

CONCLUSION: The firearm is one of the main tools of the hunting guide. He must develop a professional awareness and appreciation of the various types.

SKILL : THEORY OF BALLISTICS

OBJECTIVE: The guide will understand the basic processes involved in bullet propulsion and calibre designation.

METHOD: Lecture and display.

The various components of a cartridge will be examined:

- a) the case - its purpose, specific dimensions and rims.
- b) the primer - its function and sensitivity
- c) the powder - various types - burning rates - gas production
- d) the bullet - its diameter in relation to bore size
 - the need for rifling and twist
 - how its shape affects its trajectory/use
 - why it is usually jacketed.

A discussion of calibre and how its designation relates to bore size--confusion in bullet description, i.e., 30-30, 300 magnum, .308, 30 calibre are all the same size bullets (.308 inches diameter).

Other anomalies: 45-70 or 30-06. In the first case the cartridge is a 45 calibre projectile, fired by 70 grains of black powder; the 30-06 is so named since it is a 30 calibre "accepted in 1906 by the American military as their standard round.

CONCLUSION: The guide must be aware of the wide array of ammunition, its components and its various applications.

SKILL: THEORY OF BALLISTICS

OBJECTIVE: Understanding trajectory and wind deflection.

ITEMS
REQUIRED: a) Diagrams showing line of bore, line of sight
and bullet's trajectory.
b) Trajectory and wind-drift tables for
various calibres.

METHOD: Lecture and discussion.

First dispel the myth that a bullet climbs as it leaves the muzzle. On the contrary, it continually drops. How fast does it drop? All bullets drop at the same rate. The only thing that affects its flight is its initial speed and its ability to conserve that energy (ballistic coefficient).

Show how the bore's axis is elevated in respect to the line of sight. Show by diagram that the bullet's path crosses this line twice (e.g. 20 yards and 200 yards). Describe how bullet speed and shape affect these values. Give examples from trajectory tables. Discuss "zero" at various distances.

Wind-drift: The bullet's path can also be displaced horizontally. The stronger the wind and the slower the bullet, the more pronounced this will be. For a 180 grain spire pointed .308, and other of this type and speed, you can use this rule: square the distance for each 10 mph of wind to calculate wind-drift.

e.g. Distance: 300 yards; wind: 20 mph at 90°

$$\text{DRIFT} = 3 \times 3 \times 2 = 18 \text{ inches}$$

QUESTION: Which has a flatter trajectory, a 100 grain .243 at 3000 F.P.S. or a 190 grain boattail 30-06 at 2600 F.P.S.?

ANSWER: Virtually the same. See Hornady Trajectory Tables and explain how bullet coefficient affects retained energy.

CONCLUSION: The guide must be proficient in memorizing bullet drop and wind drift for various distances.

SKILL: MARKSMANSHIP

OBJECTIVE: Understanding sights and their adjustment.

ITEMS Examples or photos of:

REQUIRED:

- a) open sights
- b) aperture sights
- c) telescopic sights with various reticles

METHOD: Lecture and display.

Show the proper methods of sight alignment.

Remind the guides that this alignment must be preserved, so trigger pressure, not a flinch or jerk, must be applied carefully.

Discuss bore sighting methods.

Show an off-center group and describe sight adjustments necessary.

Rule: adjust the sights in the direction you wish the group to travel.

Define "minute of angle" and use this to determine scope changes.

Discuss:

- the relative merits and disadvantages of each category of sight.
- the method of close range sighting to conserve ammo.
- the "proofing"^N at 100 yards or better.

CONCLUSION: A guide must be able to adjust the sights on either his or his client's rifle if required.

SKILL: MARKSMANSHIP

OBJECTIVE: The use of various shooting positions.

METHOD: Display and discussion.

Each of the four basic positions should be attempted and any errors in body alignment corrected.

1. Prone position: body at 45° to line of sight--legs spread, toes out--left elbow positioned under the barrel, right elbow sloped outward--use bone support, not muscle support --check for grip on stock.

2. Sitting position: body at 45° to line of sight--legs spread (or crossed)--lean forward so flat of upper arm is against flat of shin (left) --or elbows inside of knees--DO NOT put elbows on top of knees. Attempt to have left elbow under the forearm so the rifle rests on the heel of the palm.

3. Kneeling position: point the left knee at the target--body inclined 45° from sight line--sit back on the right heel--DO NOT put elbow on top of knee, instead, support the back of the arm.

4. Standing position: left hand supports the rifle while the right pulls the stock back. The "right elbow at shoulder height, the left under the forearm.

Discuss and demonstrate the use of the sling.

CONCLUSION: The guides must practice these positions until they feel comfortable and natural.

SKILL: MARKSMANSHIP

OBJECTIVE: Close range practice.

ITEMS
REQUIRED: A supply of air rifles and pellets and suitable range. (Indoors is acceptable.)

METHOD: Using suitable backstop, targets and safety precautions put into practice the fundamentals of:

- a) shooting positions
- b) sight alignment
- c) trigger control
- d) breathing control.

The guides should be observed for follow-through to detect trigger-jerk or flinch. They should attempt to shoot the tightest groups possible. Perhaps some friendly competition can be used in this instance.

This exercise should not be continued too long, as boredom will wipe out any gains. However, it can be returned to after a break or as a diversion from more academic classes.

CONCLUSION: The ability to use various positions to accomplish accurate shooting is a skill that identifies the professional.

SKILL: MARKSMANSHIP

OBJECTIVE: Far-range practice.

ITEMS
REQUIRED: Center-fire rifles with various sight systems.
A supply of ammunition for each guide (approximately 40 rounds each).
A supply of targets and ear protection.

METHOD: Using all possible safety precautions--a supply of targets and suitable range (100 yards minimum) , organize the firing line so the following sequence occurs:

- a) Have each person examine the firearm for obstructions.
- b) If possible, have each person bore-sight their rifle,
- c) At twenty yards fire a 3 shot group.
- d) Make necessary sight adjustment, then prove the correction by a second three shot group.
(Remember to take minute of angle into consideration, i.e., the indicated change will be 5x the twenty yard error.)
- e) After zeroing for twenty, fire three shot groups at 100 yards.
- f) Make final sight correction (dependent upon calibre, show how a 1, 2, or 3 inch high group at 100 yards could be preferable to a 100 yard zero).
- g) Have each guide become familiar with all positions and each possible sight variety.
- h) If time and conditions allow, try 200 yard range especially if a good wind exists.

CONCLUSION: Marksmanship is a skill that involves careful preparation and practice.

SKILL : MARKSMANSHIP

OBJECTIVE: Understanding how a rifle can lose its zero.

METHOD: Discussion.

Once the guides have become proficient with the marksmanship portion ask them how long they can expect the rifle to maintain the same point of impact.

Show how a switch in brands of ammunition or a choice of a heavier or lighter bullet will affect the zero of the rifle.

Relate how temperature and humidity can also alter the impact point. Other considerations include:

- rough handling of the firearm
- dirty action or bore
- sights or mounts that may become loose
- dirt in the barrel channel
- loose action screws
- resting the barrel on a support.

Show how, with all these variables, it is wise to re-check your zero before the hunt.

CONCLUSION: The professional never assumes his equipment is reliable; he proves it to himself.

SKILL: MARKSMANSHIP

OBJECTIVE: Learning proper cleaning methods for firearms.

ITEMS
REQUIRED: Rifle, a properly dimensioned cleaning rod,
a selection of cleaning patches, brushes and
cleaning fluid.

A high quality, non-gumming lubricant like
"Break-free" or "Tri-flow" should also be
available as well as some wax for the stock.

METHOD: Demonstration.

With the bolt removed, show why it is
preferable to clean a rifle from the action
side. The steps include:

- ° use a solvent soaked patch to wet the bore
- ° use a bronze or stainless-steel brush to scrub the bore
- ° *do not allow the crown to be abraded by an aluminum oxide coated rod
- ° dry patch until the bore is clean
- ° examine the action and firing pin hole for debris
- ° sparingly, apply lubricant to wear points; keep the bolt face dry
- ° wipe down the metal parts with a rust preventative, and wax the stock if possible
- ° clean the sights; treat telescopic lenses in the same manner as camera lenses.

CONCLUSION: Often the guide's professionalism will be assessed on how he treats his equipment.

SKILL: FIREARM TROUBLESHOOTING

OBJECTIVE: Checking a rifle that misfires.

METHOD: Display or discussion.

Once ammunition is cleared of being the culprit, examine the bolt and firing pin.

Check for the following:

- a) dirt or casing debris in the firing-pin hole
- b) heavy or gummed lubricant in the firing pin channel
- c) rust, burr, or lack of lubricant on the firing pin
- d) broken firing pin spring
- e) broken or short firing pin
- f) in the case of rimmed ammunition, a possibility of excessive head-space
- g) broken or worn cocking piece.

Often, a simple lack of maintenance will be found to be the root of many malfunctions.

During the discussion, point out the dangers inherent and safety precautions necessary with potential hangfires.

CONCLUSION: Poorly functioning weapons are worse than useless--they could be dangerous.

SKILL: FIREARM TROUBLESHOOTING

OBJECTIVE: Identifying causes of poor grouping ability.

ITEMS
REQUIRED: Gunsmith's screwdrivers, glass-bedding compound
muzzle-crowning tools.

METHOD: Display and discussion.

First check the rigidity of the sights and mounts before making any alterations to the rifle, test fire it with various brands and weights of ammunition. At times a firearm will show a preference for specific bullet weights. If this doesn't have an effect on the rifle's grouping ability, examine the following:

- Examine the bore for pits or bulges.
- Check for loose or poorly fitted guard screws.
- Check for a burr or damage at the muzzle--re-crowning may be necessary.
- Check for stock-warp--i.e. , pressure at one side of the barrel channel.
- Use the shadow test to check for barrel straightness.
- Remove the barrel and action and examine the rifle's bedding--if necessary prepare to glass bed.
- Use credit-card trick to see if free floating the barrel will remedy the situation.

CONCLUSION: A rifle which exhibits poor grouping ability should be examined and repaired.

SKILL: FIREARM TROUBLESHOOTING

ITEMS
REQUIRED: Firearms take-down manuals, gunsmithing tools,
lists of manufacturers of gunsmithing supplies
and suppliers of firearms parts.

METHOD: Question and display or discussion.

During a question and answer period have guides relate other problem areas they have experienced with firearms. Either in a "hands-on" environment or by display and diagram--suggest proper methods for repair.

At all times stress safe firearm operation. Discourage the filing of trigger-scar mechanisms to arrive at a 'hair-trigger". Relate how this affects the case-hardening and increases wear until it results in a dangerous configuration. Show how scar filing can also render the safety inoperative.

Distribute copies of various manufacturers who sell gunsmithing equipment or firearms parts.

CONCLUSION: A professional guide must be capable of maintaining both his and his client's firearm.

SKILL: RELOADING FUNDAMENTALS

OBJECTIVE: An introduction to reloading.

ITEMS
REQUIRED: Videotape on reloading.
Display of reloading equipment.

METHOD: Lecture and display.

In the introduction, show why reloading is a desirable skill:

- ° greater understanding of ballistics
- ° greater economy of shooting
i.e., commercial ammo at approximately
\$20.00 per box compared to reloads at
about \$4.00 per box.
- ° greater control of bullet effect.

Show what elements are required for basic reloading:

- ° spent cartridges
- ° lubricant
- ° dies and trim die
- ° press
- ° powder measure
- ° scale (optional)
- ° components

Discuss: costs, availability and types of equipment.

CONCLUSION: Reloading can ensure economical marksmanship.

SKILL: RELOADING FUNDAMENTALS

OBJECTIVE: To give complete reloading instructions.

ITEMS
REQUIRED: Reloading equipment and manuals;
All necessary components.

METHOD: Display and lecture.

1. Show all components and describe their purpose.
2. Relate the 6 steps of reloading:
 - a) examine clean brass and lubricate
 - b) resize and de-prime
 - c) trim and chamfer (if necessary)
 - d) reprime (and bell if required)
 - e) addition of proper power charge
 - f) bullet seating.
3. Show brass problems--spit necks and incipient separation.
4. Show proper die adjustment method.
5. Emphasize proper primer seating depth.
6. In bullet seating--show possible problems, i.e., collapsing the shoulder or bullet being forced into the rifling.
7. Have each guide produce a quantity of ammunition for target practice.

CONCLUSION: Proper reloading can produce ammunition equivalent to or better than factory standards.

SKILL: PRIMITIVE WEAPONS

OBJECTIVE: The guide should be aware of why a client may choose to hunt with a primitive weapon.

ITEMS
REQUIRED: Magazines: Bowhunter/Muzzleblasts .

METHOD: Lecture.

Relate how some hunters wish to make the hunt more difficult for themselves. They wish to give more advantage to the animal by using a weapon which is not as efficient as the modern rifle.

There are special clubs, interest groups and magazines that cater to these individuals. These weapons are styled on primitive weapons, but they are very efficient. Their limitation is in their range and their killing-power.

The bow kills by hemorrhage as the razor-sharp broadhead slices arteries. The muzzle-loading rifle fires a projectile, but its killing power is more related to momentum than foot-pounds of energy. Both require great skill to use well and both require good shot placement.

The range of the muzzle-loader is usually one hundred yards and less, while that of the bow is usually sixty yards or less. Both require good stalking skills.

CONCLUSION: The client who uses primitive weapons requires a guide with an understanding of their limitations.

UNIT TWO: GAME ANIMAL KNOWLEDGE

- LESSON 1: Big game anatomy
- LESSON 2: General biological information for:
 - Caribou
 - Moose
 - Muskox
 - Dan's sheep
 - Polar Bear
 - Black Bear
 - wolf
 - Seal
 - Parasites and Diseases
- LESSON 3: The philosophy of trophy hunting
- LESSON 4: Trophy measurement
- LESSON 5: Caping horned or antlered game
- LESSON 6: Horn or antler removal
- LESSON 7: Skinning non-antlered game
- LESSON 8: Care and handling of hides
- LESSON 9: Meat handling

Module B Unit 2 Lesson 1

SKILL : GENERAL BIOLOGICAL KNOWLEDGE

OBJECTIVE: Precisely locating the major organs of various animals.

ITEMS
REQUIRED: Anatomical charts/cut-away models to show heart, lung, liver and major bone locations.

METHOD: Using a silhouette of the appropriate game animal, have guides take turns at placing the organs and bones in the proper relationship.

Once this has been done--display the proper positioning.

Emphasize the necessity of good shot placement to ensure swift kills. Indicate the various aiming points for the angles that may be encountered in the field.

Have the guides take turns coaching each other (guide-client roles) indicating proper shot placement.

CONCLUSION: The guide must not only be able to assure himself of good shot placement, but he must also school his client in doing so.

SKILL: GENERAL BIOLOGICAL KNOWLEDGE

OBJECTIVE: Species information.

ITEMS
REQUIRED: Background biological information.

Since each region has different requirements, the instructor will use the resource material relevant to the particular area. The game animals most normally considered will be:

Caribou, Moose, Muskox, Mountain Sheep, Mountain Goat, Polar Bear, Black Bear, Wolf, and Seal.

METHOD: Lecture.

The background material required will outline the following:

- a) Habitat: seasonal dispersions and areas of range.
- b) Longevity: life-cycle factors.
- c) Reproductive rates: breeding seasons and fertility expectations.
- d) Mortality rates: predation factors.
- e) Anatomical information: this can be a review of Lesson 1.
- f) Parasites and diseases: this should include information on common parasites and those possible of transfer to human hosts.

CONCLUSION: A thorough understanding of the game animal is essential to the professional guide.

GENERAL DATA: BARREN - GROUND CARIBOU

HABITAT:

Four subspecies exist:

- (a) Woodland caribou: these inhabit the boreal forest near Great Slave lake, the MacKenzie River drainage and the tundra of the MacKenzie Mountains.
- (b) Peary caribou: generally restricted to the arctic islands.
- (c) Grant's caribou: mainly in Alaska, but the Porcupine herd ranges into the Northwest of the Territories.
- (d) Barren-ground caribou: these cover Baffin Island, and the area from Hudson Bay up through Great Bear lake. These are the most abundant, found in 8 major herds: the **Bluenose**, the Bathurst, the Beverly, the Kaminuriak, the Northeastern Keewatin, the Boothia Peninsula and the North and South Baffin.

DESCRIPTION:

Males average 110 kg, but the Woodland are generally heavier, while the Peary is the smaller. Both sexes carry antlers; the males shed in November after the rut, while females retain theirs until the June calving. Calves show their first antlers in the fall at about 3 months of age. They are shed by May or June. The life of a caribou can span a quarter-century.

In early spring, norward migration and the calving grounds. Distances of up to 700 km are covered at a pace of 20 to 65 km a day. Water obstacles are normally crossed at the narrowest part; however, a caribou can swim at about 3 km/hr for distances up to 10 km or more.

REPRODUCTION:

About 60% of cows produce calves. Yearlings can be sexually mature. Most calves are born in the first 2 weeks of June, and on individual calving grounds, a 5 day time period encompasses births.

Caribou yearly produce single births - the calf can suckle within minutes and in an hour, follow its mother.

The rut occurs for 2 to 3 weeks, ending about mid-November. During the rut, males vocalize with a snoring, bellowing sound.

PREDATION:

Wolf predation accounts for 20-30% of the calves and 5% of adult mortality. Packs may cut off individual animals from the herd or work in relays to tire a caribou. Ambushes are also used by wolves in chasing a caribou to other wolves lying in wait.

Grizzly bears are also a factor in calf predation.

MANAGEMENT:

Few restrictions apply to natives, but resident and non-resident hunters are severely limited.

Aerial surveys and tagging methods are used to estimate herd size - but these estimates vary.

<u>HERD</u>	<u>VISUAL ESTIMATE</u>	<u>PHOTOGRAPHIC ESTIMATE</u>
BLUENOSE	30- 50 000	50- 80 000
BATHHURST	85-120 000	160-220 000
BEVERLY	120-160 000	150-240 000
KAMINURIAK	100-140 000	180-280 000
N. E. KEEWATIN	106-134 000	---

Fluctuations in estimates are sometimes dramatic as reported by the Edmonton Journal June 19, 1985.

Doubling of caribou herd
puzzles N.W.T. biologists

By ED STRUZIK
Journal Northern Bureau

YELLOWKNIFE -- Northwest Territories biologists received good -- but puzzling -- news recently when they discovered one of the great northern caribou herds has more than doubled in size in just two years.

A 1984 survey on the calving grounds of the Bathurst herd, which ranges from the north end of Great Slave Lake to Bathurst Inlet, suggests the population has increased to 384,000 animals, making it one of the largest herds in the Canadian North.

Aerial photo surveys in 1982 estimated the herd at 137,000 animals.

Nellie Cournoyea, Northwest Territories Minister of Renewable Resources, told the legislative assembly there is no explanation for the dramatic increase in the Bathurst herd.

The herd suffered through nearly a decade of tremendous population decline until 1982 because of overhunting, harsh winters and high level of predation by wolves.

Hunting abuses in the 1960's and 1970's and the death of more than 10,000 animals on the Caniapiscou River in northern Quebec last year brought national attention to the plight of the animals and frequent calls for more federal action to protect the animals.

Mark Williams, the department's caribou technician, says there is evidence to suggest breeding was successful the past two years within the herd, but that alone can't explain the increase.

Caribou from adjacent herds may have joined the Bathurst animals on the calving grounds last year when the survey was done, he says. Another explanation suggests biologists conducting the surveys may not know enough about the traditional calving grounds to accurately assess the size of the population.

Total population estimates of the herds are based largely on the aerial photo surveys of breeding cows on the calving grounds.

This is the second time northern biologists have been scratching their heads because of dramatic increases in the size of caribou herds.

Surveys in 1982 revealed that the population of the Kaminuriak herd on the west coast of Hudson Bay had more than quadrupled to 180,000 from 39,000 in 1980.

Although much is still to be learned about the population of caribou herds, particularly on Baffin Island where little survey work has been done, biologists estimate there are eight herds in the Canadian North which have populations exceeding 50,000. The total population of caribou in the North is well over a million.

GENERAL DATA: **MOOSE**

HABITAT :

Moose range from Alaska to the northern Rocky Mountains and eastward to Maine. Prince Edward Island is the only Canadian province without a moose population. In the Territories moose are normally found in lowland areas. They are common along the MacKenzie and Liard rivers. In winter, they move onto river islands to feed on willow. Mountain areas find the moose upslope in summer, and near river valleys in winter, seeking forest cover.

New growths of willow, aspen and birch provide the best habitat. Water plants are also a source of food. A moose can remain submerged for almost a minute, and dive to depths of 15 feet to pull up weeds. An adult moose will consume 40 to 50 pounds of food per day.

DESCRIPTION:

This largest member of the deer family involves about 4 species: Shiras of Wyoming, Americans, Andersoni, and Gigas of Alaska. Generally, adults stand 6 feet at the shoulder, and weigh between 800 to 1600 pounds or more. The thick hide and warm coats create a temperature difference of as much as 70° between air and hide.

Antlers begin growing in April and reach their maximum size by September. The largest Northwest Territories rack had 33 points and a spread of 66½ inches. This ranks 10th in the record books. Older bulls lose their antlers in December, while the less weighty headgear can be seen as late as February. While running, the moose lifts his muzzle so his antlers lie along his shoulders, and avoid tangling with the branches. A moose can sustain a speed of 30 M. P. H for about 20 minutes.

Normally solitary, moose may "yard" if snow is deep and food and mobility are limited. However, this does not seem to be the same yarding behaviour that deer exhibit.

REPRODUCTION:

During the rutting season, late September and early October, the bulls exhibit a negative energy

balance. They travel more and eat very little. The cows are receptive for 7 to 12 days, but actual oestrus takes place for only 24 hours. If breeding does not take place, successive cycles may occur at 20-30 day intervals.

Dominance is determined by antler size. A rocking of the antlers, slashing and butting at trees and displacement activity at graying are all aggressive signals. Fighting usually involves a pushing match between equal contenders, which may go on for hours, interspersed with graying activity.

Calving occurs in May or June. The cow usually chooses a secluded location, like an island or peninsula. Cows give birth lying down, and a young cow usually produces a single calf, while mature animals yield twins or triplets.

The cow protects the calf from perceived dangers by charging and striking with both front feet. The cow's milk is extremely high in fat content. As a result the calf gains from 1 to 2 pounds daily in its first month and over 2 pounds per day by the second month.

Cows are sexually mature by 18 months; males by 2½ years; however, they rarely breed until 5 or 6 because of dominance order.

PREDATION:

Wolves, bears and man are the prime predators. Since wolves can run slightly faster than moose, they catch and harass the moose by biting and holding on. The combined weight of the wolves serve to slow the moose and often precedes its demise.

Parasites like bladder worm, tapeworm, cysts and liver flukes also degrade the moose's chances of survival.

MANAGEMENT:

Approximately 500 to 1500 moose are killed annually. Fort Smith and Inuvik regions account for about 95% of these numbers. The greater majority of these kills are by G. H. L. holders.

GENERAL DATA: **MUSKOX (OOMINGMAK)**

HABITAT:

Habitat specifics are not well understood. Muskox seem to thrive equally well in both rugged or level country. In summer their food sources lie along seepage meadows, river valleys or shorelines. In winter, they spend more time on hilltops where winds lay bare the willows and berry bushes that constitute their diet.

Mainland distribution is concentrated north of Great Bear Lake and south of Queen Maud Gulf. The southern extremity is about 50 miles north of the tree-line between Hudson Bay and Great Bear.

Arctic island concentrations exist on Ellesmere, Banks, Mellville and Victoria islands.

DESCRIPTION:

The muskox is most closely related to the goat family. Its generic name OVIBOS indicates the sheep-cow confusion its appearance gives. Bulls weigh as much as 750 pounds and stand 4½ feet high at the shoulder; cows are smaller and weigh about 500 pounds. They both display exceptional hearing, eyesight and sense of smell.

The long course coat is generally dark brown to nearly black. The outer guard hairs of about two feet in length give rise to the Inuit nomenclature (the bearded one). The short fine wool underlayer (qiviut) is exceptionally warm and may yield some economic importance. (U. of Alaska research, 115 animals produced 650 pounds of qiviut, valued at \$50 000.) Muskox begin to shed in May. This results in an increasingly shaggy appearance until the new coat completes in August.

The horns of the muskox begin to grow when a calf is 4 to 5 weeks old. These continue growth in both sexes until the sixth year. On bulls, the horns merge to form a massive boss, whereas cows display a smaller boss divided by a tuft of white hair.

Muskox herds are unstable groupings of 2 to 100 animals. Average herd size tends to be about 15. The variance is caused by season, range condition and bull numbers. The dominant bull is usually the largest and the last to enter the defensive position. His dominance is asserted in various skirmishes involving head-butting

with challengers. A dominant cow will lead the herd if no mature bull is present.

REPRODUCTION:

The rut reaches its peak in late summer and continues through September. Lead bulls control harems of several cows, while defeated bulls either group together or remain solitary.

The gestation period is 8 to 9 months, and although temperatures range quite differently through the various areas, calving occurs between April and June. Reproduction is nutrition influenced, since cows in poor feed areas only conceive in alternate years and begin reproducing after their fourth year. Areas of high nutrition show annual calving and cows may conceive as two-year olds.

Muskox calves are born when the snow is deepest and temperatures are well below freezing. They can stand and suckle within minutes of birth. At times of danger, it rushes to its mother and sometimes hides completely under her flowing over-hair. By the calves third winter, the full adult coat is developed. In areas of high reproduction, calves are usually weaned in late fall. In areas of lower nutrition, the calf may continue to nurse until 15 or 18 months old.

Life expectancy is not known, but one was aged at 19 years.

PREDATION:

Wolves, hunters and rut-induced injuries do not affect the population as severely as climatic conditions. Deep snow or ground -fast ice prevent the muskox from foraging, leading to starvation.

At the approach of danger, the herd runs to high ground or shallow snow. When the dominant bull turns to face the threat, the other herd members close in beside him. Calves and yearlings are pushed into the center of this effective classic formation. Wolf predation seems limited to solitary muskox or calves and yearlings outside of the defensive group.

Muskox are susceptible to over-hunting since their range is predicable and their defense position makes stalking easy.

MANAGEMENT:

Historically, muskox flourished from about 90 000 years ago until 1917. At this time they faced extinction and became legally protected from the over-hunting of whalers and traders. Presently the population approximates 50 000 animals. A quota system of about 2300 animals exists (2000 for Banks Island) ; however, less than 200 animals per year have been taken from this quota. Holman Island and Sacks harbour are two areas which use part of their quota for non-residents. This style of hunting limits the use of snowmobiles to a 3.25 km distance from the muskox. The hunt then proceeds on foot.

**Note: for further information see -
D. R. URQUHART, MUSKOX: LIFE HISTORY
AND CURRENT STATUS IN THE N. W. T., 1982.

GENERAL DATA: DALL'S SHEEP

HABITAT:

The MacKenzie and Richardson Mountains. In summer the sheep feed on lush alpine flora, gradually moving to their winter range by October. Until May they frequent gently rolling plateaus where snow cover is light.

DESCRIPTION:

Generally pure white with amber coloured horns. Some grey coloured sheep may be a result of interbreed with Stone's sheep. Both are thin horn species as opposed to Bighorn sheep found further south.

Males weigh less than two hundred pounds, while females weigh about 120. Both bear horns, but the ewe's are more slender and shorter. The record was measured at 123.5 cm in length. Horn growth is slow, five year olds would have 3/4 curl. Full curl is reached by 8 or 9 years. Sheep can live as long as 14 to 16 years.

REPRODUCTION:

Although sexually mature as yearlings, the dominance of adult males usually results in delayed breeding until 5 years old. Ewes breed at about 1½ years of age. The season extends from mid-November until mid-December. Gestation takes about 175 days. Offspring have a 50% survival rate by the end of the first year. Lambs weigh 2 to 4 kg at birth (usually mid-May to mid-June). They are usually weaned by December.

PREDATION:

Wolves, lynx, wolverine, bear, "coyotes and eagles prey on sheep. Hunting pressure is limited by 3/4 curl horn requirement and single tag status.

GENERAL DATA: POLAR BEAR

HABITAT:

Polar bears are circumpolar in range. This can include areas as far North as 88° Latitude and as far south as Newfoundland and the Gulf of St. Lawrence. About 3/4 of the world's polar bears live in the N.W.T. These are generally evenly distributed over most of the Canadian range, with subaverage density in the Northwest and a scarcity in the southeast. Most bears occupy distinct overlapping home ranges of 150 to 300 km in diameter.

The bears habitat is also determined by season, sex and reproductive status. These areas include:

- Feeding areas - (pressure ridges, floe edges)
- Maternity denning areas - (usually on land near a sea coast, frequently on southern slopes)
- Summer retreats - (near coast or offshore islands usually areas where cooling is available)
- Breeding Areas - (usually elevated areas or congregation sites in good feeding areas)

DESCRIPTION:

The largest members of the bear family, Canadian Adult males can weigh between 1000-1400 pounds (450-635 kg) while the Alaskan variety can reach 1500 pounds or more. The males measure 7-11 feet and stand about 4 feet high at the shoulder. The male's growth continues until about his eighth year. Females grow for about four years and attain weights in the 400 to 650 pound range.

The fur colour changes from the new summer white coat to the winter and spring yellow shades. The hair not only insulates, but transmits, ultraviolet light to the dark skin to create warmth. Other environmental adaptations include thick subcutaneous fat layers, small ears, webbed toes and fur covered footpads. The bear has an exceptional sense of smell and good under-water eyesight. It often swims under migratory birds and captures them from beneath.

The bears are travelers, following changing ice patterns. Their normal pace is about 3 M. p. H., but they can gallop at speeds up to 20 M.P.H. or better for short distances. Using their forepaws as flippers, they swim at about 6 M. P. H. and can remain submerged for up to 2 minutes.

Seals make up about 90% of the bears' diet. Often still-hunts are employed by a breathing hole - at times a stalking procedure is used. Found carrion and summer flowers and plants add to the omnivores' diet.

REPRODUCTION:

Like all bears, reproduction rates are low. A female will not have cubs until she is at least four years old and will have only about two cubs every three or four years. In her lifetime she will produce only 4 to 8 cubs. The extreme life-span of an adult may be 30 years.

Mating season takes place late March until early June. Delayed implantation causes embryonic development to begin about September. Dens are entered about mid-October to early November. The cubs stay with the mother and den with her until they approach 3 years of age. At birth, (Nov. - Jan.) the cubs weigh about 1½ pounds, and increase rapidly to 20 pounds by mid-March and 100 by August. They continue to nurse until their second year. Present population estimates suggest 11 000-14 000 bears.

PREDATION:

Hunting accounts for approximately 44% of bear mortality. Between 600-700 bears are taken annually (5%). Other factors include wolf and adult predation of cubs and adult mating fights as well as mishaps and starvation.

MANAGEMENT:

Canada is the only country that permits polar bear hunting. This is managed by a quota system. The quota represents approximately 4% of the total population, and is allotted to various areas on the basis of traditional hunt numbers.

****Note:** For area specific information refer to:
D. R. URQUHART AND R. E. SCHWEINSBURG: POLAR BEAR (1984).
NORTHWEST TERRITORIES RENEWABLE RESOURCES.

GENERAL DATA: WOLVES

HABITAT :

Except for a few islands, wolves are found throughout the Northwest Territories. The specifics of their location determine their informal nomenclature: "Tundra" as opposed to "Timber" in reference to treeline; and "arctic" if they inhabit the islands.

DESCRIPTION:

Adult males average 100 pounds and measure up to 6½ feet in length. The tail may represent nearly ¼ of this measurement. The largest wolves are found in the northwest, while the smallest occur on the arctic islands.

Colour variants include all shades of cream and brown, with pure white at one extreme and black at the other. White is most common in the arctic regions. In warmer climates wolves may shed twice per year, but in the Territories this occurs only in Spring. Northern wolves also grow tufts of hair between the pads to protect their feet.

Pack formation can vary from 2 to 36, but 4 to 7 members is average. Members are usually related and hunt, travel and raise pups together. Status of individuals is known and observed. Territories are marked by scent posts; although, above the tree line, territoriality is less defined because of the need to follow the caribou. Tundra wolves may not exhibit all the criteria of a pack and could be temporary associations. Wolf density is determined by prey density. One estimate (1968) suggested a population of 8000 wolves on all caribou ranges combined. However, this seems low in respect to the harvest which approximates 1000 annually. In 1978-79 Coppermine (pop: 850) harvested 800 wolves. The main prey of wolves is big game. They are skillful and persistent. In the case of Bison, the kill is made several days after the first attack, when the animal is weaker. Caribou are at times driven to a waiting ambush, or chased in relays. It is estimated that up to 50% of first year calves fall prey to wolves. The specialization is also evidenced by scat analysis in the Slave River Lowlands, where bison represented 88% of the prey types eaten.

Denning areas for wolves are not normally located near the inhospitable caribou calving grounds. This shifts diet to small rodents and fish at the time.

Delayed implantation is exhibited and the blastocyst does not continue development until about October, when the female dens for the winter.

The cubs are born in January to February. About the size of a human thumb, they weigh only ounces and are devoid of hair or sight. They nurse until about August and normally den with their mother the following year. At the onset of spring and mating season, they are chased off to fend for themselves.

PREDATION:

Male bears are cannibalistic, so the female shuns male contact after the birth of her cubs. Man is the only other significant predator.

GENERAL DATA: BLACK BEAR

HABITAT:

The black bear is a forest dweller. He seems to accept quite readily diverse areas that contain food and cover. Up to 80 per cent of his food intake consists of vegetation, while the rest, in varying degrees consists of found carrion or chance moose calf kills or other opportunities. The bear is readily adaptable to wide extremes of terrain.

DESCRIPTION:

Predominantly black, other colour variations include cinnamon to blend occasional white markings on the chest area in a "V" or diamond shape.

Size and weight variation seems linked to genetic and nutritional considerations. The same aged adult could vary up to 200 pounds in weight, determined by food availability. A weight fluctuation of about 30 per cent can occur in the same adult from spring to fall. Males tend to be larger than females, but an average adult weight approximates 250 pounds with extremes of over 400 in the north to 600 in the south. A bear with a spring weight of 250 will measure about 6 feet, nose to tail.

The bear remains dormant during the winter. His body temperature drops only slightly and he can be aroused with a loud sound. During this dormant period (October - late April) the bear does not soil its den with any waste matter.

Bears mature sexually at 4 to 6 years and can reach a quarter century longevity, although this is not common in the wild.

REPRODUCTION:

Mating activity occurs in late - spring - early summer. Fertility is linked to food availability. Normally a young female has a single cub; however, in later years with good nutrition twins are common and triplets are not rare.

REPRODUCTION:

The dominant pair in the pack breed and breeding behaviour is suppressed in subordinate members. All pack members take turns caring, feeding and babysitting the pups. This reinforces the pack bond.

Mating takes place in late March, and the 4 to 7 pups are born in May or June (60 day gestation). The female begins digging the den about three weeks after mating and the den is ready about an equal length of time before delivery. Dens are usually in sandy soil, near water, and in a high area which can be used as a lookout post.

Often, when the pups are 3 weeks old, they are moved to a new den. This could be for protection or as a result of over-crowding. At two months, the den is abandoned and a **grassy** or open area is chosen until the pups are old enough to travel. There is a high mortality rate for pups and **year-olds**, which results in a stable pack size. Packs may split and lone members may attempt to join a new pack, but he may face injury or death in doing so.

PREDATION AND MANAGEMENT:

Man is the predator of the wolf. Various bounty incentives and poisons have been tried as controls. However, these have been recently eliminated and trapping and mild hunting pressure are the only controls in place. The wolf population is inexorably related to its prey population and, as such, is normally self-controlling.

GENERAL DATA: RINGED SEAL (NATSIQ)

HABITAT:

This species of seal prefers areas with land-fast ice, specifically the Arctic Ocean, in areas of more or less solid ice cover. The range of habitat can extend to the subarctic as far south as the Gulf of St. Lawrence. There is also a land-locked population in Nettilling Lake, Baffin Island.

DESCRIPTION:

The ringed seal is the smallest of the seal family. It averages $4\frac{1}{2}$ feet in length with weights averaging 140 to 180 pounds. The largest male recorded weighed 225 pounds; the eldest, 43 years. The layer of blubber varies from 40 per cent of body weight in late autumn to 20 per cent during the spring fast. This fasting time includes the reproductive and moulting seasons from about April to late June.

They are primarily solitary, but occasionally form loose associations. The sense of sight seems poorly developed; response seems triggered by movement of close objects. Hearing and smell are acute. The young seals tend to stay near the floe-edge or drifting ice.

In shallow-water feeding, they usually submerge for three minute periods followed by about one minute or so at the surface. However their maximum dive potential seems to be about 300 feet and for as long as 20 minutes.

They feed mainly on crustacean macroplankton and somewhat on small fish. This diet is reflected in tooth structure, contrasting to the harbour seal's stronger dentition, more suited to a fish diet. The ringed and the harbour seal bear a very close resemblance "in body shape. The ringed seal has a rounder head with a more pointed snout.

REPRODUCTION:

The mating season occurs between mid-March to mid-May. The females are monoestrous in a post-partum period while she is still lactating. Delayed implantation is exhibited for about $3\frac{1}{2}$ months, approximately August. The single pup is born just prior to mating, so gestation appears to span $11\frac{1}{2}$ months. The males exude a strong offensive musky odour during mating season. Males reach sexual maturity at 7 years, while females mature a year earlier.

The pups are born in snow dens on land-fast ice. These dens can be excavated by the female, or formed naturally at pressure ridges. One entrance leads into the den of about 10 feet by 2 feet dimensions. The pups weigh 10-12 pounds at birth, and nurse for about 2 months. For the first month the pup is covered with a fluffy white lanugo coat.

PREDATION:

Sharks, killer whales, arctic fox and polar bears utilize the seal for food. The latter two hunt out the pups in their dens, while the polar bear uses a number of styles to gather seals. For the Inuit the ringed seal has been a traditional source of food, skins and manufactured items.

GENERAL DATA: PARASITES AND DISEASES

ECTOPARASITES

WARBLES:

The warble fly and the caribou are linked in a direct cycle. There are no intermediate hosts. During the summer, the adult fly lays eggs on the legs, flanks and lower hips of the caribou. These eggs hatch in about 6 days, producing tiny larval that penetrate the skin and migrate to the back of the host. The encysted larvae pierce the skin to form a breathing hole. The growth pattern continues throughout winter and spring. During the late spring to early summer, the larvae exit through their breathing holes and fall to the ground to form a pupa. In 3 to 8 weeks, the adult fly emerges. It has a life-span of 6 to 8 days in which the female will deposit her eggs in order to continue the cycle.

Serious infestations can weaken the host caribou. This can occur through infection or a suppression of the immune response. Calves and yearlings can die from massive warble fly infestation. Cows with calves seem to be more heavily afflicted than bulls. This may be due to the bull's choice of more windy and less crowded areas.

NOSE BOTS:

The fly is viviparous. It squirts larvae, rather than eggs, onto the nostrils of the caribou. The larvae migrate into the back of the throat where they grow until late spring or early summer. At this time they are sneezed out onto the ground. They form pupae and hatch to repeat the cycle. Their life expectancy as flies is short, since their mouth seems unable to fulfill any food-use function.

VIRAL DISEASE

BRUCELLOSIS:

This is a zoonotic disease - one that is transmissible to man. In humans it causes undulant fever (somewhat akin to malaria symptoms). Freezing of the

meat does not kill the disease, but thorough cooking does. Normally the meat is edible but can be infected from contaminated knives or handling procedures. Avoid the swollen joints, testicles, lymph nodes, bone marrow or internal organs. Handle with care avoid handling if you have open cuts on your hands.

The symptoms of this disease in caribou consist of swollen joints (usually the knee or hoof) and enlargement of scrotum and usually one testicle. In cows, it is responsible for spontaneous abortions or sterility. The mammary glands usually contain a thick matter of light-green colour. It affects both sexes by attacking the liver, kidneys, and reproductive organs.

BACTERIAL DISEASE

TULAREMIA:

This is transmitted among animal populations by biting insects ticks or lice. It can also be present in water contaminated by fecal matter or dead hosts. It can be identified by the white plaques on the liver of the host. This can be transmitted to humans by either handling infected carcasses, eating improperly cooked meat, drinking contaminated water, inhaling contaminated dust, or receiving an insect bite from an infected source. In humans, the symptoms are weakness, headaches, chills, nausea and vomiting.

INTERNAL PARASITES

TRICHINOSIS:

Trichina worms enter the host by ingestion of infected meat. The parasites mate and within 5 days the larvae enter the blood stream and invade muscles. These organisms live for up to 24 years.

Cooking infected meat destroys larvae. Freezing at -15°C for 20 days destroys the larvae in temperate areas; however, in the North, resistant strains have developed and are not affected by freezing.

Certain species of animals are more likely to be carriers of trichinosis. The incidence in

seals and walrus is low, but over 50% of polar bears have been found to bear trichinosis.

MUSCLE CYCTICERCOSIS (TAENIA KRABBEI):

The eggs of this parasite are passed in the faeces of wolves, dogs lynx and bear. The herbivore or intermediate hosts become infected by feeding on vegetation or faeces contaminated with eggs which have been eliminated from the small intestine of infected carnivores.

Caribou or moose become hosts and the larvae form cysts in the heart and other muscles. The cysts are yellowish/white tear-drop shaped slugs. Large numbers may make the meat look unpalatable; however, they are not communicable to man. Dogs and wild carnivores should not be fed contaminated meat. The infection can be severe. One yearling moose contained 9531 cysts.

The cycle requires both hosts.

ECHINOCOCCOSIS (HYDATID DISEASE):

Infected carnivores eliminate ova (eggs) with faeces. Herbivores become infected by feeding on vegetation contaminated with eggs. Cysts develop on the liver and lungs of the hosts. These cysts (1½ cm in diameter) can be found in almost all wild ungulates. A combination of clear cysts (containing one active larval tapeworm); degenerate cysts (larval tapeworm dead and replaced by calcareous debris); and meandering streaks caused by migration of the larval parasite. The parasite is not transmissible to man through the meat; however, it is through dog or wolf faeces or ova in drinking water.

SKILL : TROPHY INFORMATION

OBJECTIVE: Understanding the philosophy of Trophy Hunting.

METHOD: Lecture and discussion.

Begin a discussion of traditional hunting values --point out the food-harvesting aspects as being the basic motivator. However, a good hunter obtains more than food. His skill also gives him status.

Part of this is involved in Trophy Hunting. Since the trophy hunter does not require the meat; nonetheless he still has a desire to share the traditional concept of status. Some of this is involved in his view of himself.

In this way, he predetermines what he wants the animal to look like. He will not be satisfied with a lesser animal. There are positive aspects to this philosophy:

- ° younger animals are left to grow and breed;
- ° the kill rate is reduced since the hunter may decide to pass up all that he has seen;
- ° the herd is improved since, in many cases, the trophy animal is past his prime breeding years";
- ° knowledge is furthered, since trophies are recorded and records exist;
- ° the outfitter is benefited, since the hunter is displaying the trophy, retells the story and other will wish to try for a trophy.

CONCLUSION: The guide has to be aware of the client's expectations if trophy hunting is concerned.

SKILL : TROPHY INFORMATION

OBJECTIVE: Trophy estimation and measurement.

ITEMS
REQUIRED: Examples of record books:
a) Boone and Crockett
b) Pope and Young
c) Safari Club International

Examples of scoring sheets and measurement techniques.

METHOD: I. Using the record books as testimonials of the importance placed on trophy records-- show how these records are organized.

Detail the specific game animal of interest and examine the harvest locations mentioned. Show how this in itself generates repeat business.

II. If possible, obtain antlered or horned skull or bear skull and describe measuring techniques.

NOTE: It **is not necessary** for the group to become proficient at this exercise, since a "green" measurement is not valid nor official. The official scoring measurement will be done in the hunter's area by a designated measurer. A drying time of 60 days is required before the skull can be measured. Hence, it is only important that the basic concepts be understood so that a trophy can be field identified.

CONCLUSION: Trophy hunting requirements are important considerations .

SKILL : TROPHY CAPING

OBJECTIVE: The guide will understand the requirements of **caping** horned or antlered game.

ITEMS
REQUIRED: 1. Video presentation of trophy caping methods.
2. If possible, a harvested game animal suitable for practice skinning.

METHOD: Video and demonstration.

Show photos of various mounted heads. Discuss the reasons why hunters wish this type of display. Point out the problems with traditional skinning methods as related to head mounts. Develop logically the process of caping the animal.

* Stress the point that they must not cut the throat.

Using the video and/or live demonstration, show the basic requirements for a well handled cape.

Teaching Points:

1. For all antlered and horned game except muskox, make the "Y" cut about 4" below the boss of the horns.
2. Continue the cape length behind the front shoulders.
3. For muskox, skin similarly to bear, except cut as closely as possible around the horns and make one cut about 1 foot long down the backbone--peel the hide over the horns.
4. Never cut the throat.

If possible, have the guides practice on available animals.

CONCLUSION: The guide will realize the necessity of a different skinning method when caping is required.

SKILL : TROPHY CAPING

OBJECTIVE: Proper horn or antler removal.

ITEMS
REQUIRED: Video and photos.

If possible, actual examples for practice--if so, a saw is also required.

METHOD: Discussion, video and diagram.

Relate this lesson to the record books. Inform the guides that the record measurement is not valid if the skull is broken or if an antler or horn is detached.

Describe horror stories of guided hunts where a trophy is ruined because the guide cut the skull in half. In a true incident this occurred since the guide thought he was being helpful. He thought that the antlers would fit in the plane better if they were folded.

Show the main saw-cut lines intersecting in the eye sockets.

Mention also that the antlers should be secured for travel so they will not break.

CONCLUSION: Trophy preservation is critical and a guide must be aware of the required procedure.

SKILL : SKINNING NON-ANTLERED GAME

OBJECTIVE: Proper skinning procedures for bear.

ITEMS Video tape, photos, models, diagrams.

REQUIRED: If possible, an actual demonstration should be viewed.

METHOD: A discussion should be initiated to describe the different mounts available for bear, i.e., head mount, half mount, full mount and rug.

Using photos or slides of taxidermists work, show how different considerations are involved.

Teaching Points:

A. Bear Rugs:

1. when skinning the head, stop the longitudinal cut about 3" from the lower jaw tip (about the jaw fusion joint area).
2. skin close to the skull and pull the eye hole out to preserve the eyelashes and lids.
3. cut from the back center of the pads in a straight line to intercept the longitudinal cut.
4. Generally, leave in the feet; at least leave in the pads (or leave toes from last knuckle joint) .
5. do not split the toes.
6. leave at least 1" on inside of lips.

B. Life size or standing:

1. leave all pads (skin under).
2. tube-skin legs and pull through.
3. stop cut at base of neck/shoulder line.

METHOD: (continued)

****Important:** whenever skinning bear, never cut through the bottom lip. This would result in a poor mount or rug since the stitching will show. Take particular care around the eyelids and ears (use finger method around eyes).

These procedures are applicable to bear, wolf, wolverine, etc.

CONCLUSION: Before the guide begins skinning, he must know what his client's plans are for the bear.

SKILL : HANDLING OF REMOVED HIDES

OBJECTIVE: The guide will be aware of procedures for protection of capes and hides in order to avoid hair slippage.

ITEMS
REQUIRED: Animal hide or cape if available.
About 20 pounds of salt.

METHOD: The hide should be cleaned and fleshed. Place the skin side up and add salt (about 10 pounds on a bear hide) . Work the salt in well to soak up excess moisture. If possible, leave the hide to cool before adding the additional 10 pounds of salt or rolling up.

* Snow cleaning is a good idea, but do not roll up the hide and stuff into a snow pile. The center will generate heat (the fur and snow act as insulators). This heat will cause hair slippage of the central area.

* Do not over-stretch the head area if drying the hide. This will give a distorted mount.

CONCLUSION: It is the guide's responsibility to ensure the client's trophy is well-cared for.

SKILL : MEAT HANDLING

OBJECTIVE: The guide will be aware of the amount of meat a client can claim; how to butcher and wrap the meat; how to direct the client to obtain the proper export permits.

ITEMS
REQUIRED: If possible, a butcher could give a demonstration of basic roast and steak cuts. If an animal is available, freezer wrap, tape, string and marking pen will be required, as well as butcher knives, steels and meat saw.

METHOD: Lecture and demonstration.

* Stress basic hygiene and hair removal.

Using a hind quarter, show the various cuts as sirloin, round, etc. Display the wrapping method and packaging of the meat.

CONCLUSION: The client's meat should be expertly cut, free from hair, professionally handled and properly documented for export.

UNIT THREE: NAVIGATION

- LESSON 1: Introduction to map reading
- LESSON 2: Use of longitude and latitude
- LESSON 3: Introduction to compass use
- LESSON 4: Direction finding (sun and watch)
- LESSON 5: Direction finding (stars)

Module B Unit 3 Lesson 1

SKILL : MAP READING

OBJECTIVE: Symbols, contour lines, elevations.

ITEMS
REQUIRED: 1 large map of North America.
1 aviation WAC chart of area.
1 topographical map for each pair of students
(1:250,000 and 1:50,000) of the local area.
Overhead projector to display symbols.

METHOD: Display and discussion.

Using the legend and information on the map,
identify at least:

- lakes, rivers, swamps, tundra ponds,
string bogs
- . buildings, trails (if any)
- . eskers, cliffs, contour lines

Also have guides determine the direction of
river flow by reference to elevation points.

* Note: discuss concept of elevation above
sea level.

Finally, have guides measure distances in
miles between several points.

•Note: the guides can be given a problem of
cross country 3-point triangular trip and
estimate:

- . distance
- elevation change
- 0 type of terrain

CONCLUSION: A map is indispensable to a guide. He must
become comfortable in using it.

SKILL: MAP READING

OBJECTIVE: Identifying a reference point.

ITEMS REQUIRED: Maps, topographical (1:250,000 and 1:50,000)
1 map per pair of students

METHOD: Case study, display and discussion.

Case Study:

You have been flown in to a remote area along with two tourists. Originally, the plane was to return in five days to bring the three of you back. However, at the end of the first day the younger client has managed to cut himself badly, and in the excitement, the older client has suffered a heart attack. You have a H.F. radio and you can relay a message to an air carrier to arrange a **medivac**. No one can locate the pilot that brought you in and no record exists of where you were landed. You have found your location on your map but the area (lake, esker--whatever is appropriate for this lesson regarding maps available) has no name. How will you get the **medivac** flight to you?

Display: define longitude and latitude;
show how to read the longitude and latitude
of a specific point.

* Note: choose another remote point and have the guides describe its coordinates.

Discuss: other examples of locations until
guides are confident in their **abilities**.

CONCLUSION: Reading a map is an essential part of guiding.

SKILL : DIRECTION FINDING

<p>* NOTE: The compass exercises are optional, dependant upon area of usefulness.</p>
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OBJECTIVE: Use of the compass.

ITEMS
REQUIRED: Compasses and local area maps.

METHOD: Display and question.

1. FINDING BEARING FROM MAP DIRECTION

First: Have guides draw a straight line joining two points on the map (i.e. base and desired destination). Using a protractor or **Silva** compass determine the direction of the bearing.

Question: Will this bearing be the one you will use on the compass?

Answer: No. The map is always drawn according to TRUE NORTH. The compass points to magnetic North.

* Note: show difference of location on map of North America and show relation of West and East Variation.

2. RELATING MAP BEARING TO COMPASS BEARING

Since Magnetic Variation can be as much as 30" different from True North direction, this must be taken into consideration.

Show guides where magnetic variation is recorded on the map, e.g. Variation near Trout Lake N.W.T. is 30° East Variation; while Variation at Pangnirtun9 is 48° West Variation.

Remember:

"Variation east - magnetic least (minus)"
"Variation west - magnetic best (plus)"

METHOD: (continued)

If the bearing (True of the first part of this exercise is 60° , then to **follow** this course in Trout Lake, your compass direction would be $60 - 30 = 30^\circ$.

In **Pangnirtung**, the same direction would be shown on the compass as $60 + 48 = 108^\circ$.

3. RELATING COMPASS BEARING TO MAP BEARING

The guide may wish to identify his position on the map. For example, he has made camp at a river; however several rivers flow into the same side of the large lake. How can he decide which river mouth he has chosen as a camp site?

By referring to the map, the guide notices that there is a small island in the lake which he can see. If he takes a bearing (compass) of the island from his position THEN reverses the rule (east-least, west-best) **in order** to apply variation to his bearing, he can transfer this to the map to confirm his position.

CONCLUSION: In the area of compass reliability, the guide should be proficient in the use of the compass.

Module B Unit 3 Lesson 4

SKILL: DIRECTION FINDING

OBJECTIVE: Using the sun and a watch to determine direction.

ITEMS REQUIRED: Accurate watch (preferably with **hands!**), sunny day, compass or map to prove findings.

METHOD: (A) Using the sun and watch method reveals True direction, so there is no variation requirement.

Step 1: Point the hour hand at the sun (use your finger or a knife blade to cast a shadow along it) .

Step 2: Imagine a line half-Way between the hour hand and twelve which bisects the watch face. This line **is** the North-South line.

Step 3: Since each digit on a watch represents 30°, and each minute mark represents 6°, you can use your watch face to determine direction.

(B) This method is more accurate but requires some mathematics and a knowledge of Greenwich Time (G.M.T. **Yellowknife**, local time + 7 hrs. or 6 D.S.T.; **Frobisher**, local time + 5 or 4 D.S.T.) G.M.T. can be obtained locally by asking any pilot.

Step 1: Find Longitude of your position on map.

Step 2: Convert local time into G.M.T. (24 hr. clock) .

Step 3: Multiply G.M.T. by 15 and subtract Longitude.

METHOD: (continued)

Example: You are on a small lake 20 miles west of Yellowknife. It is 2:00 p.m. and it is summer. You have lost your compass and you want to be able to find direction.

Step 1: The longitude of your position is 115".

Step 2: On the 24 hr. clock, 2 p.m. = 1400 hrs.
plus 6 hrs. 'or G.M.T.' = 2000 hrs.

Step 3: Multiply 2000 x 15 = 300 (drop extra zeroes).

Step 4: From 300 subtract 115* longitude.

Step 5: The bearing of the sun is 185°.

Step 6: Knowing this bearing, you can use the face of your watch to calculate degrees (each minute = 6° each 5 min. = 30") to your desired destination.

(C) If you don't have a watch, place a stick in the earth. Place a short stick at the end of the shadow. After a while place another short stick to where the shadow moved. A straight line joining the two straight sticks is the east-west line.

CONCLUSION: The guide must be expert in direction finding. Others will depend on his skill.

SKILL: DIRECTION FINDING AT NIGHT

OBJECTIVE: to **identify** the pole-star (**polaris**) and use it for navigation.

METHOD: Step 1: On a clear night, identify the big dipper.

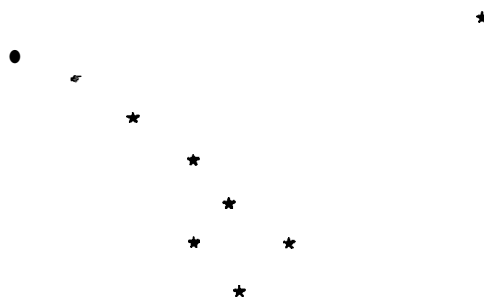
Step 2: Have the guides consider an imaginary **line** joining the **last** two stars in the drinking cup side.

Step 3: **Extend** this line beyond the top of the 'cup' **five** time the distance of those two stars.

Step 4: A faint star (**polaris**) is the **last** handle star in the little dipper.

Step 5: A straight line to the earth's surface represents true north.

* NOTE: This diagram represents the relationship of the big dipper and the pole-star.



CONCLUSION: Navigation at night without compass or 'a^{rch} can be achieved by reference to the pole 'tar"

UNIT FOUR: EMERGENCY SKILLS

- LESSON 1: Survival techniques
- LESSON 2: Survival signals
- LESSON 3: Knot tying and rope splicing

SKILL : SURVIVAL TECHNIQUES

OBJECTIVE: The guide will understand the qualities required in a survival situation.

METHOD: Case study, lecture and discussion, or use the following case studies, pages 3 to 6, as a reference.

Case study: This is a true recent occurrence:

A pilot pushed weather and darkness until he force-landed in the trees. He was both skillful and fortunate. He was unhurt in the crash, but the aircraft burned. The pilot was a healthy, strong male, 42 Years of age. He had received military training in survival techniques. In his pockets were a lighter and several other useful objects.

He was found about one week later by the search party. He was dead. The autopsy showed he died of exposure and hypothermia. Although he had a lighter, he had made no effort to light a fire. Although he was trained in survival techniques, he made no effort to build a shelter.

Why?

Whether you are alone or with a group of clients in a survival situation, you must organize your mind and take control.

Three main steps are:

- ° control fear or feelings of hopelessness
- ° maintain confidence in yourself to be able to handle this situation
- ° concentrate on what has to be done next.

This becomes very important especially if you are with other people. You are a guide. People will look up to you to help them. You must realize this and increase your confidence and leadership. These are steps required in maintaining control:

METHOD : (continued)

- Organize your clients: check if first aid is needed, then briefly explain the situation and tell them they will have to work together.
- Assign jobs: if people are kept busy, they won't panic. Have them make shelter, collect food--any useful activity.
- ° Equipment inventory: have everyone put everything they have in a pile. Knives, keys, chocolate bars, etc. This becomes common property to be shared equally. See what possibilities you can create with this. **For** example--some string can make a snare--a knife and some sticks and string can make a bird trap.
- ° Survival skills: clear your mind of emotions and think back on what you know about the country--remember what skills you can use.
- Once shelter, food and signals are looked after--**keep** spirits and optimism high by games and stories. Never lose confidence in yourself.

CONCLUSION: Survival depends more on attitude than it does on equipment.

Survival (and why many can't cope with it)

How would you rate as a survivor? What tools and skills are really necessary? Is survival training really enough?

I'm sure most thinking individuals have asked themselves some of these questions. Many believe they have found answers to equip themselves; others may still have some doubts; neither will know for certain until they face the ultimate test.

However, there is a useful process by which you can evaluate your own readiness. By examining cases in which others have found themselves, you can learn from either their mistakes or good management.

The three cases that follow are true. The names are irrelevant, but the circumstances are important.

Case #1

American Male: age 42; health, excellent.
Background: Pilot - ex-military officer - had received survival training.
Location: Northern Canada.
Time: Fall.
Situation: He had purchase a light single engined aircraft and was flying it across Canadian wilderness, heading for his home on the U.S. East Coast. Deteriorating weather and approaching darkness forced him lower until he impacted with the trees. Although the aircraft burned, he was unharmed. He had several items, including a lighter, in his pockets.

Case #2

Canadian Indian: age approximately 35, health poor (effects of malnutrition and neglect).
Background: no formal training, periodic trapper who eked out a subsistence living in the bush.

Case #2 (continued)

Location: Albany River.

Time: Summer.

Situation: On a 500 mile canoe trip with a companion, I saw a solitary figure standing on the riverbank. It was a gaunt, delirious Indian. His hands and feet were bare and bleeding; they looked like hamburger. His shirt was in shreds and his body was totally covered in insect bites. His freighter canoe had several smashed ribs, a broken thwart, and the parts of two outboard motors lying within it. He had been trying to push the canoe against the current.

After feeding him and seeing that repairs to the motors were impossible, I offered to tow him downstream miles to Fort Albany. He refused and insisted on continuing to push the canoe to Ogoki Post. This was at least 75 miles upstream. He was starving, delirious and hallucinating. I believe he had hit a rock in the rapids, under power. He may have sustained internal injuries since his body went through the thwart. He had lost all his food and equipment about five days earlier. Unable to convince him to come downstream, we gave him what food and supplies we could--then left. At our next night's campsite we watched his gas can float by us on the river. I assumed he had either gone berserk and flung it away or tipped while trying to push upstream.

Case #3

American Female: age 17; health, excellent.

Background: high school student, no survival training.

Location: Alaska Coast.

Time: Early summer.

Situation: During a boating excursion with her family, a storm was responsible for the ensuing shipwreck. Swimming through the frigid water brought her to an inhospitable shoreline. The cold had sapped her strength and rendered her in the beginning stages of hypothermia. Initially, she was without any equipment but some bits and pieces of the wreck washed ashore.

Now--how would you rate the chances Of these three individuals? Before you read any further, let me tell you that only two survived. Who would you put your money on?

The Indian? The search planes I sent out didn't find him, and his village gave up hope; but, about two weeks later, he pushed his canoe into the settlement. He had worn the running shoes I had given him into tatters and he was in pretty poor shape--but he made it. By the way, the reason he refused my offer to go downstream was that another tribe lived there and he felt they would not help him.

The schoolgirl? She toughed it out for twenty days and was finally found and rescued. She was fit and healthy and had improvised quite an interesting shelter.

The pilot--the only one of the trio with training? The searchers found him after a week. He had died of exposure. He still had his lighter in his pocket, but he had made no attempt at either making a fire or shelter.

If "Survival" could be graded, it would be found to be 10% skill and 90% attitude. Both the Indian and the schoolgirl had determination. This is what saved them. The pilot just gave up.

Almost 20 years ago, when I first attempted to teach survival skills, I made an interesting discovery. After training a group, the -"final test" was a weekend simulation of a survival situation. Each person was allowed three matches, some fishing line, and a few other odds and ends. I then placed each one in a bay on a secluded lake. I had selected this lake since the bays were situated so that I could see each one, but they could not see each other. It was a voluntary test; and to call it quits, all anyone had to do was raise a coloured life-jacket and I would paddle out and "rescue" them.

The interesting "discovery" I made was that it took only fifteen minutes for the first jacket to appear. I was shocked--later, I got to expect it.

Why did some give up? They were lonesome!

Module B Unit 4 Lesson2

SKILL: SURVIVAL SIGNALS

OBJECTIVE: The guide will be aware of various **signals** possible in an emergency **situation**.

METHOD: Lecture and discussion.

1. Aircraft: In the situation where the guide is involved in an aircraft accident and the pilot is unable to give assistance, the guide should ensure the EMERGENCY LOCATOR TRANSMITTER (ELT) is operating. find the decal "ELT located here". Do not remove the ELT, but push the switch to "on". If the aircraft has two-way radio, turn the radio to 121.5 and listen. If the ELT has activated, you will hear the signal. If not, check the antenna connections. Save the aircraft battery for possible radio use later. DO NOT turn the ELT off.

2. Fire or Smoke: 3 fires or smoke sources is the signal for an emergency. Get the fire material ready and covered in order to be lit as soon as required. If possible, place the fires about 100 feet apart in a triangle.

3. Visible items: Mirrors, pieces of shiny metal or bright coloured cloth can be used to attract the attention of aircraft. A smoking fire can be spotted even from boats.

4. Natural items: Snow trenches, sod piles, lines of rocks or-peeled logs can all be used to create a noticeable emergency signal.

5. Ground to air signals: The above items can be grouped to give a message to an aircraft.

————— serious injuries, need doctor

===== need medical supplies

METHOD: (continued)

X

unable to proceed

LL

all is well

CONCLUSION: The guide should be proficient in the knowledge of emergency signals.

1

Module B Unit 4 Lesson 3

- SKILL: KNOT TYING AND ROPE SPLICING
- OBJECTIVE: The guide will understand the types of knots required for various uses.
- ITEMS
REQUIRED: several lengths of rope 3' to 4' in length (one per guide).
Ropes should be in 1/4", 3/8" and 1/2" thickness.
(See video tape)
- METHOD: Specific conditions require specific knots. A **poor** knot can cut itself. The result could be a lost or damaged boat or moored aircraft.
1. tying same diameter rope (reef knot)
 2. tying different diameter rope (sheet bend)
 3. tying a loop (bowline)
 4. tying to a point (clove hitch and timber hitch)
 5. finishing rope ends (back splice, eye splice)
 6. specialty knots (bridle for boat or canoe tying)
- CONCLUSION: The guides should practice these until they become proficient.

Now--how would you rate the chances of these three individuals? Before you read any further, let me tell you that only two survived. Who would you put your money on?

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The interesting "discovery" I made was that it took only fifteen minutes for the first jacket to appear. I was shocked--later, I got to expect it.

Why did some give up? They were lonesome!

The greatest obstacle between you and survival is your own mind. Very few people learn to be comfortable within their own skin. Try meeting someone new for a change--yourself. Unless you can control your mind, you will fail as a survivor, regardless of your equipment.

The first step in a survival situation is to give yourself a goal. The Indian had a goal, and he reached it; the schoolgirl gave herself a goal of creating a shelter and collecting food; the pilot didn't set one. In his case--the loss of the plane, the onset of night, and the deteriorating weather all combined to give him a sense of hopelessness. Once this sets in, failure is imminent.

Unfortunately, our society works against us. We watch television (passive), we are spectators of major sports (passive) and we are bombarded with music, noise and colour to keep us from ever having to examine ourselves. In a survival situation, you may have only yourself to depend upon--get to know that important person; avoid passively accepting your fate. Learn how to channel the positive goal-oriented thoughts and develop a survival mentality. Armed with this attitude, you will not only survive, you will conquer.

UNIT FIVE: SAFETY AND FIRST AID

- LESSON 1: Safety awareness
- LESSON 2: Water safety
- LESSON 3: Campsite safety
- LESSON 4: Choking
- LESSON 5: Recovery position
- LESSON 6: The unconscious casualty
- LESSON 7: Artificial respiration
- LESSON 8: Treatment of shock
- LESSON 9: Bleeding wounds
- LESSON 10: Slings
- LESSON 11: Injuries to bones and joints
- LESSON 12: Splinting and bandaging
- LESSON 13: Injuries to head, neck and spine
- LESSON 14: Burns and scalds
- LESSON 15: Gun shot wounds
- LESSON 16: Diabetes
- LESSON 17: Handling the injured
- LESSON 18: Frostbite
- LESSON 19: Hypothermia
- LESSON 20: Near drowning

SKILL : SAFETY AWARENESS

OBJECTIVE: To develop safety-conscious attitudes while guiding.

METHOD: Discussion and questions.

A **guide's** prime responsibility is for the safety of his client. A guide must never assume that his client knows procedures that the guide may take for granted. For example, the simple act of getting into a boat may be hazardous to someone who is not familiar with proper procedure.

The guide must orient his thinking to assume that his client is almost child-like in his need for being supervised. In many cases this will be correct. This is not to imply that tourists are stupid--however, they are out of their normal element and they rely on the guide for direction.

A guide must never feel shy about giving directions where safety is concerned. Prevent a potential disaster by guiding their activities. Show your client the proper way to get into a boat--the correct way to cast his line, point his rifle or handle the knife or axe.

Always double-think your client. Pretend that he is going out of his way to hurt you and himself. Watch him constantly--but do so in a friendly and courteous manner. This is not perceived as an insult by your client, rather a measure of your concern for his safety.

Question 1: Ask the guides to suggest a list of possible safety hazards.

Suggestions:

- o jumping into or out of a boat
- o standing up in excitement to land a fish
- o poor casting techniques that cause hooks to become hazardous to the boat occupants

METHOD: (continued)

- o fire hazards - smoking near fuel
- sickness - due to contaminated food or water caused by poor hygiene practices

Question 2: Ask the guides what they can do to eliminate hazards in their own operation.

Suggestions:

- good maintenance on boats or skidoos
- o tidy clean boats
- survival equipment and extra food
- first aid kit and knowledge of its use
- o watching fires carefully
- o clean camp area
- o good hygiene practices
- telling the client what is expected of his actions
- o having access to communications equipment

CONCLUSION: Safety is always the first consideration. If a guest complains about a restriction, "patiently inform him that the purpose of his trip is pleasure, and your purpose is to make sure he gets home to talk about it.

NEXT LESSON: Boat safety.

SKILL : SAFETY AWARENESS

OBJECTIVE: Safety on the water.

METHOD: Discussion and question.

1. Have the guides describe what a well-kept boat should look like.

Have them create a list of items that should be carried.

This list should include at least:

- ° life jackets for each person
- ° 2 paddles
- ° bailing can
- first aid kit
- ° tool kit
- extra rope
- ° landing net
- ° motor safety chain
- ° good boat plug

2. Have the guides describe safe boat handling and loading.

This should include:

- ° boat and motor handling in rough water or fast water
- ° loading practices in number of people and amount of cargo
- ° proper handling of the boat while landing a trophy fish

CONCLUSION: A client is not normally "at home" in a boat. In fact, this might be his first time in one. Leave nothing to chance where safety is concerned.

NEXT LESSON: Campsite safety.

SKILL : SAFETY AWARENESS

OBJECTIVE: Safety at the campsite.

METHOD: Discussion and question.

Whether the campsite is simply a location for shore lunch or a site for an extended stay, several hazards could be encountered.

Have the guides list potential hazards at a camp site.

This should include at least:

- o potential fire hazard
- o possible loss of boat due to negligence of tie-up or over-night storm
- animal hazards
- o axe or knife wounds
- o improper sanitation facilities

CONCLUSION: The guide must be aware of potential harm to his client and he must minimize this possibility.

NEXT LESSON: First aid.

A comprehensive first-aid course with hands-on application is to be delivered to the guides. This should follow the St. Johns course of instruction. As such, the necessary training manuals should be provided.

However, in a case where this is not possible, what follows is the basic minimum that each guide should show proficiency in. The prepared video tape shows several of the necessary skills.

SKILL: BASIC FIRST AID (Choking)

OBJECTIVE: The guide will be familiar with three methods of clearing obstructions in the throat.

METHOD: Lecture, demonstration and practice.

The guide is to understand an obstruction in the throat may cause asphyxia and/or muscular contraction.

(A) Back Blows

If the subject is conscious, several sharp blows between the shoulder blades may be sufficient to clear the air passages. Be careful the blows do not cause injury.

(B) Abdominal Thrust

1. Stand behind the subject with your arms wrapped around his waist.
2. Make a fist with one hand, placing the thumb side slightly above the navel and below the rib cage.
3. Grasp that wrist with the other hand and press into the, abdomen with a quick upward thrust.
4. Repeat if necessary.
5. Stop and apply mouth-to-nose artificial respiration if the subject become unconscious.

METHOD: (C) Chest Thrust

1. Stand behind the subject and wrap your arms around the subject's chest.
2. Place your fist with the thumb on the breastbone, 2 inches above the base.
3. Grasp your wrist with the other hand and exert a quick upward thrust.
4. Repeat if necessary.
5. Avoid the ribs or the soft lower tip of the breastbone.

It is important to note the subject must see a doctor as soon as possible after treatment for choking because of the danger of damage to internal organs.

CONCLUSION: Prompt aid to a choking victim is necessary. However, do not attempt these methods if the person is still breathing.

NEXT LESSON: Recovery position.

SKILL : FIRST AID (Unconscious person)

OBJECTIVE: Placing the person in the recovery position.

METHOD: Lecture and display.

A person who is unconscious and breathing normally may experience difficulty unless placed in the recovery position.

This position ensures drainage from the mouth so breathing is not prevented by vomitus or swallowing of the tongue.

- If the person is on their back, kneel by their side with your knees near their waist.
- Place the leg furthest from you over the leg near to you.
- Place the close arm tight along their side.
- ° Fold the far arm across the chest.
- Supporting the neck with one hand, pull on the clothing of the far side waist and roll the person towards you.
- ° Keep the head and neck in line with the rest of the body with continued support.
- ° Bend the elbow and knee of the near-side limbs.
- ° Extend the far arm clear of the body.
- ° Ensure the mouth is open and the head is positioned to allow drainage to occur.

CONCLUSION: The recovery position ensures a clear airway for an unconscious casualty.

NEXT LESSON: Unconscious casualty.

SKILL : PROCEDURES DEALING WITH THE UNCONSCIOUS CASUALTY

OBJECTIVES: 1. Recognizing the subject as unconscious.
2. To know what to do and what not to do in treating the unconscious person.

METHOD: Lecture and discussion.

Most common causes of unconsciousness are:

- asphyxia
- head injury
- fainting
- shock
- stroke
- poisoning
- epilepsy
- heart attack
- infantile convulsion
- diabetes

Things to do:

- check for Medic-Alert Emblems
- place subject face down in recovery position
- clear air passages
- ensure breathing is regular
- control any bleeding
- immobilize any fractures
- loosen clothing
- keep subject warm
- call for medical aid and direction when possible.

Things not to do:

- do not attempt to give fluids
- do not allow a person who has been unconscious to leave until he has been attended by a physician, if possible.

CONCLUSION: The proper sequence of action in dealing with an unconscious person greatly increases his chances for recovery.

NEXT LESSON: **Artificial respiration**

SKILL : EFFECTIVE USE OF ARTIFICIAL RESPIRATION

OBJECTIVES: To know three methods of artificial respiration:
-mouth-to-mouth
-chest pressure (for obese or pregnant subjects)
-back pressure (for face injuries, throat drainage)

METHOD: Lecture, demonstration and practice.

The guide is to know that artificial respiration started as soon as possible may save a life and reduce the possibility of brain damage to the subject.

(A) Mouth-to-Mouth

1. Place subject on his back.
2. Lift the neck with one hand and tilt the head back so the chin points upward.
3. Check mouth and throat for obstructions.
4. Using the hand on the subject's forehead, pinch the nostrils.
5. Taking a deep breath, place your mouth over the mouth of the subject as tightly as possible and blow.
6. Do step 5 as rapidly as you can 4 times. This will fill the air sacs.
7. Continue to inflate the subject's lungs at the rate of 12 to 15 times a minute. This is your normal breathing rate (once every 5 seconds, quicker for children).
8. After each inflation, raise your mouth away from the subject to allow air to escape freely and to allow you to take a fresh breath.
9. Listen for the subject's own breathing and watch for the rise and fall of his chest.

METHOD: (continued)

10. **Keep** doing this until help arrives and you can be relieved by another person who knows this method.
11. Do not give up too quickly.
12. **Once** breathing starts, place the person in the recovery position.

(B) Chest Pressure

1. **Place** subject on his back and elevate the shoulders with a jacket or pad.
2. Make sure subject's head is off the pad and his chin points up.
3. Check throat and mouth for obstructions. Clear throat.
4. Kneel at subject's head. Reach forward and grasp subject's wrists and place them with his hands in the centre of his chest. **Kneel** with your knees on each side of the person's head.
5. Rock your body forward, pressing your hands firmly downward upon the subject's chest. Press for two seconds.
6. After counting two seconds slowly rock yourself back, bring the subject's arms, upwards, outwards and backwards.
7. The backward move will take four seconds.
8. Return the subject's hands to his chest and repeat the downward pressure for two seconds.
9. Repeat the moves 12 to 15 times a minute.
10. Do not give up too quickly.
11. Once breathing resumes--use the recovery position.

METHOD: (continued)

(C) Back Pressure

1. Place subject face downward.
2. Rest subject's head on the back of his hands and turn his face to one side to allow for the passage of air.
3. Check the mouth and throat for obstructions.
4. Position yourself carefully as follows:
 - a) put one knee in line with subject's head,
 - b) put one foot near subject's elbow.
5. Put your hands on the subject's back with the heels of your hands on the lower part of the shoulder blades.
6. Your thumbs should be along the subject's spine and your fingers pointing toward his feet.
7. Using steady pressure rock the body forward and count two seconds with your arms in a vertical position over the body.
8. Rock your body back for the count of three seconds.
9. Then slide your hands down and grasp the subject's upper arms near the elbows and pull for five seconds.
10. Your arms should be straight on this move and not be of a force to lift the subject's body off the ground.
11. Count six seconds and go back to position one, pressing firmly for two seconds.
12. The three moves should be carried out 10 to 12 times each minute.
13. Do not give up too quickly.
14. Use the recovery position once breathing begins.

CONCLUSION: The guides should be fully aware of the three methods and when each style is appropriate.

NEXT LESSON: **Treatment** for shock.

SKILL : TREATMENT OF SHOCK

OBJECTIVE: Knowing the signs and symptoms of shock and how to treat it.

METHOD: Lecture and practice.

The signs and symptoms of shock are very much like those of a person fainting.

"Shock" can best be described as being similar to a motor with the timing off its regular beat.

A body in shock is a body with its "timing" off.

Signs and Symptoms of Shock:

- paleness
 - o cold and clammy skin/sweating
- faintness
 - o thirst
 - o nausea and vomiting
 - o increase in pulse rate and possibly a weak pulse
- loss of consciousness
- shallow/rapid breathing
- anxiety

To treat shock the cause must be treated.

- apply artificial respiration if required.
 - o treat wounds or burns.
 - o stabilize serious fractures.
 - o position subject "with head low and to one side.
 - o keep subject warm (do not use hot-water bottles) .
 - o if the subject is unconscious place in recovery position.
 - o if a heart attack or chest injury, place subject in a semi-sitting position.
- . do not give subject anything to drink. Moisten the lips only.

METHOD : (continued)

- get medical aid immediately.

CONCLUSION: The symptoms of shock indicate a cause.
Treat the cause first.

NEXT LESSON: Control of bleeding.

SKILL: RECOGNIZE MAJOR AND MINOR BLEEDING WOUNDS

- OBJECTIVES:
1. To be aware of preventive measures to reduce accidents.
 2. Treating minor bleeding wounds.
 3. Treating severely bleeding wounds.
 4. Treating wounds caused by imbedded objects.
 5. Recognizing and treating special types of wounds.

METHOD: Lectures, demonstrations and practice.

(A) Prevention

The guide will be encouraged to practice good housekeeping in the camp area. Special emphasis will be placed on knives and weapons. The guide will become familiar with camp tools and their potential danger through misuse or carelessness. (Refer to D, 1, 1. Safety)

(B) Minor Bleeding

Slight bleeding, such as scraping, can be dealt with rather routinely if treated immediately.

- wash the wound in clean water, removing dirt, etc.
- apply pressure to the bleeding area and cover with sterile bandage.
- if the subject is pale, or cold and clammy, have him rest and elevate the wound.
- change bandage regularly and watch for infection.

(c) Major Bleeding

- immediately stop the flow of blood.
- use a pressure dressing directly over the wound.

METHOD: (continued)

- o if the blood soaks **through** the first dressing, apply another dressing over the first one.
- o do not remove the first dressing. This only disturbs the wound.
- have the subject rest and elevate the wound.
- get professional help as soon as possible.

(D) Imbedded Objects

- o remove the object, only if this is a safe procedure, and treat as a severe wound.
- o if the object cannot be moved, apply pressure around the foreign body firmly but gently.
- o if nothing else can be done for a short period cover as much as possible to prevent further contamination or infection.
- o if there are enough materials on hand, a ring of bandage can be made around the wound to the height of the **imbedded** object (or broken bone) and then secured to protect the wound from further injury.

(E) Special Cases

Injuries to the hand are prone to excessive bleeding and infection. ' Steps to treating this type are:

- o cover the wound
- o place a small pad over the dressing
- o bend the fingers to cover the pad
- bandage the entire fist
- place fist in a sling
- ° make sure subject sees a physician

METHOD: (continued)

Wounds to the chest or abdominal wall need the attention of a physician as soon as possible.

- cover the wound as soon as possible
- ° do not put pressure on the wound
- ° do not push back any internal organs that protrude
- ° do not give liquid to subject

Bandaging a stump (severe hand or foot injury) should be done firmly but not tightly.

- ° start by taping the bandage solidly away from the wound and wind the bandage solidly toward the wound
- o wind to encircle the injured part
- allow the corner of the bandage to protrude as the bandage is wound back to a position to be taped or tied securely
- in the case of a hand injury place the bandaged hand in a sling
- ° in the case of a foot injury carry the subject if necessary
- ° in all cases rest the client and elevate the wound
- seek medical help as soon as possible.

CONCLUSION: It is far better to practice safety and never have to deal with the aftermath. However, the guide must.. be skilled and confident in first aid in order to assure his client's safety.

NEXT LESSON: Slings

SKILL : PROPER USE OF SLINGS

OBJECTIVE: Guide will know two methods of slings

METHOD: Lecture, demonstration and practice.

(A) The Arm Sling

to be used to support an injured arm, hand or side.

place a triangular bandage between the chest and injured arm using the longest end on the inside.

The longer end goes up and around the neck of the subject and rests on the non-injured shoulder.

The long and short ends are tied slightly above the collarbone of the injured side.

The sling is tied in such a way as to raise the hand a little higher than the elbow.

The sling supports the arm comfortably while allowing the fingers to be exposed for observation of any discoloration that would indicate the circulation is being impeded.

(B) The St. John Tubular Sling

This type of sling raises the arm higher and slants it in such a way that the hand is on the subject's chest.

This sling is used for more serious injuries to the arm, chest, or rib areas.

For shoulder injuries, this supplies more support and reduces pressure in the upper regions.

While supporting the subject's arm place the base of the bandage under the arm from hand to above the elbow.

Bring the long end around the back and up and over the uninjured shoulder.

With the arm in position tie both ends of the sling slightly above the collarbone.

METHOD: (continued)

Tuck in the sling portion that will be sticking out near the area of the elbow.

If the subject has to walk a fair distance protect the injured arm against the elements as much as possible.

CONCLUSION: The guide must display a good knowledge of how to position a sling. He should also show how to make a sling out of whatever items may be handy, i.e., a shirt, safety pins, etc.

NEXT LESSON: Fractures

SKILL : INJURIES TO BONES **AND** JOINTS

OBJECTIVE: The guide will learn to recognize fractures/
breaks and understand the treatment required.

METHOD: Lectures, demonstrations and practice.

Fractures are classified as:

- o closed: skin is not broken
- open: a wound leading to the bone or when bone fragments pierce the skin
- o complicated: an injury to some important tissue accompanying the fracture (nerve, blood vessel or internal organ)

Symptoms:

- pain
- o tenderness
- swelling
- o deformity
- grating of the bone

Treatment:

- o immobilize the injured part
- o give first aid
- support the injured area
- o move subject to medical aid

Splinting:

- o secure the injured part to a sound part of the body
- use. what is available--sticks , broom handles, blankets, pillows, cardboard, folded magazine, canoe paddle, etc.
- apply bandages above and below the fracture
- o securely tie injured part at both ends of the splint

METHOD : (continued)

- o use padding between splint and normal body curves
- ° use traction to straighten a broken limb to reduce the danger to blood vessels, nerves, muscles, etc.
- ° traction is a slow, steady pull on the hand or foot
- when using traction to realign a limb, gently but firmly grasp the limb above and below the fracture

CONCLUSION: The concepts of immobilization and security for transport must be demonstrated.

NEXT LESSON: Splinting and bandaging.

SKILL: PREPARING INJURED SUBJECT FOR MOVING TO MEDICAL AID

OBJECTIVE: The guide will learn methods of splinting and bandaging injuries and sprains.

METHOD: Lecture, demonstration and practice.

Collarbone

- with added support use the St. John tubular sling as previously taught

Upper Arm

- if the elbow can be bent, immobilize the arm by use of a sling
- secure the upper arm with a bandage above and below the fracture

Lower Arm

- apply traction and immobilize the arm with a splint
- support the arm in a sling

Upper Leg

- steady and support fracture by traction
- keep toes and kneecap pointed upward
- move good leg to injured leg
- place padding between legs
- tie the legs together at the feet, ankles, knees and above and below the fracture
- prepare to move the subject on a stretcher

Sprains/Dislocations

- support the injured part using pillows, cushions, bandages and slings
- apply cold compresses to reduce swelling
- obtain medical aid as soon as possible

CONCLUSION: The guide will recognize how to splint or bandage an injury for safe travel.

NEXT LESSON: Head neck and spine injuries.

SKILL : INJURIES TO HEAD, NECK AND SPINE

OBJECTIVE: The guide will learn procedures of support to these vital areas and methods of moving the subject.

METHOD: Lecture, demonstration and practice.

Head

- if the subject is unconscious and there is a wound to the head it is best to assume there is a fracture of the skull.
- carry out the procedure taught in dealing with the unconscious subject.
- ° never assume an unconscious subject is not injured in some way.

Neck

- if conscious, the subject may experience loss of feeling.
- immobilize the head and neck.
- o place the subject securely to a stretcher which is best if firm and flat.
- support the head and neck on the stretcher with such things as towels, blankets or even home-made sandbags.
- o hold this support by tying to the stretcher.
- o if the subject is found in a sitting position, immobilize the whole upper body. Subject can be secured to a chair and carried, keeping the head from tilting.

Spine

- one of-the most crucial of all possible breaks.
- o do not move the subject unless absolutely necessary.
- o Preparations to move the subject:
 1. with padding between the thighs, knees and ankles, firmly support the shoulders and pelvis.

METHOD: (continued) .

2. tie the ankles and **feet** together.
3. apply broad bandages around the knees and thighs.

4. four people are needed to place the subject on a stretcher.

-one at the head with a hand under the chin. The other hand is at the back of the head. This man applies traction, firmly and gently, making sure the neck does not bend forward.

-another grasps the subject's feet and exerts a counter-traction .

-the other two are on the same side of the body. They put their forearms under the main trunk and thighs.

-all lift in unison.

5. When there are fewer than four persons attending it may be possible to slip a board under the subject and use this to lift onto the stretcher.

CONCLUSION: The guide will be aware of the dangerous potentials of spinal injuries. He will demonstrate how to handled someone in this category.

NEXT LESSON: Burns and scalds.

SKILL : BURNS AND SCALDS

OBJECTIVE: The guide will learn how to treat scalds and burns.

METHOD: Lecture and practice.

Do's

- safety first
- immediate immersion of the burned **area in water**
- ice packs can be used or clean wet towels
- cover the burned area with clean dressing to prevent infection
- flush corrosive chemical with water until it's all gone
- flush contaminated eyes with slow-running water
- remove constrictive clothes and rings before swelling occurs.

Do Not

- o do not remove clothing sticking to the burned area
- do not prick blisters
- do not touch, breathe, or cough over burned area
- o do not apply lotions, ointments or oil dressings
- o do not use gauze; cotton wool or anything that will stick to the skin.

Get medical aid immediately.

CONCLUSION: Safety procedures at the campsite should be used to prevent burns and scalds. Remember that lime and lye are corrosive chemicals and treat them with care.

NEXT LESSON: Gun-shot Wounds

SKILL: FIRST AID

OBJECTIVE: Treatment of gun-shot wounds.

METHOD: Display and lecture.

Reminder: In all wound treatments use these priorities:

1. Stop bleeding.
2. Clear air passage.
3. Protect the wound.
4. Treat for shock.

1. Expose the wound by removing or cutting away clothing. Apply direct pressure to stop bleeding. Remember to check for possible exit wound. Place a sterile dressing on the wound--but do not probe the wound. Treat for shock.

2. If a head wound is involved, raise the head and clear the air passages (vomit, mangled flesh, teeth, etc.). Cover the wound and attempt to stop the bleeding. Do not use a pressure bandage if the skull is not intact. If one eye is damaged, bandage both. Place the casualty in the recovery position. Pain killers should be avoided since the doctor may require the subject to be alert in order to diagnose the damage.

3. Bullet strikes to the chest may affect one or both lungs. Seal the entry and exit holes immediately, or breathing will be impossible. If one lung is affected, lean casualty slightly to that side in a semi-reclining position. Avoid pain-killers since these result in shallower breathing.

4: Gut-shot: This is an extremely painful wound. Use pain-killers if possible. If intestines protrude, do not try to replace them; keep moist and covered. Do not give any food or fluids.

CONCLUSION: Bullet strikes are usually accompanied by a highly charged emotional intensity. Try to relax and reassure the casualty and be prepared to treat for shock.

NEXT LESSON: Diabetes.

SKILL: DIABETES

OBJECTIVE: The guide will recognize Insulin Shock and the Diabetic Coma.

METHOD: Lecture.

Diabetes is a disease in which the regular body processes cannot maintain a proper balance of sugar.

Insulin Shock

In this condition there is too much insulin in the system. The subject requires sugar if these symptoms occur:

- very pale face
- excessive sweating
- shallow breathing
- odourless breath
- rapid pulse
- experiences weaknesses

Diabetic Coma

In this condition the subject needs insulin:

- flushed face
- dry skin
- breathing deep
- sighing
- faintness/unconsciousness
- breath smells of apples or nail polish
- gradual passing into coma

If the subject is unconscious, treat as you would the unconscious person.

Search for a Medic-Alert tag and call for medical aid as soon as possible.

CONCLUSION: In the initial meeting phase, the guide should inquire whether there is any medical condition present he should know about. He should then watch his client for symptoms.

NEXT LESSON: Moving the injured.

SKILL : HANDLING THE INJURED

OBJECTIVE: The guide is to learn various ways of carrying injured or sick subjects, especially in the bush and over rough terrain.

METHOD: Lecture and practice.

The movement of the injured subject should be done in such a manner as to minimize further injury.

Before moving, the subject would have everything done medically to alleviate his suffering.

Once a method of moving has been decided on, it should not change.

The method of moving is decided in relation to the injuries.

Methods of moving the injured:

- a stretcher can be made of a blanket and two strong pieces of wood or small trees
 - place the subject as carefully as possible onto the stretcher
- blanket securely when possible
 - cradle subject in your arms if he is not too heavy. This method is good for short distances.
 - drape subject's arm over your shoulder and support him in his walking
 - pick-a-back style-is good mainly for a foot injury
 - the firemen's lift is where the subject is draped over the carrier's shoulders if he is not too heavy
 - four or two-handed seats can be made from the arms of two people carrying the subject
- subject could be carried securely tied to a chair

CONCLUSION: Before you move the person, decide on the best way. Check for any possible aids you could use (chair, blankets, sleeping bag) . Make movements slowly and carefully.

SKILL: TREATING FROSTBITE

OBJECTIVE: The guide will differentiate between superficial and deep frostbite and treat accordingly.

METHOD: Lecture and demonstration.

Frostbite may be superficial or deep.

SUPERFICIAL: involves only the skin and a thin layer of tissue beneath it. This usually affects the fingers, toes, ears or exposed parts of the face. It appears as a whiteness of the skin, which is usually painless and unnoticed. As it progresses, the skin becomes waxy and numb and firm to the touch.

TREATMENT: Gradually warm using body heat. Do not rub; do not apply snow; do not apply direct heat. Instead, remove anything that impedes circulation (rings, etc.) and warm with body heat. Wrap or cover the affected area to prevent further cooling. Avoid breaking blisters if they form.

DEEP FROSTBITE: This is a serious injury usually affecting the hands and feet. The parts become cold and hard.

TREATMENT: Keep the person dry and protected from further cold injury. Don't attempt to thaw the frozen part unless the person can remain in a warm atmosphere and can be given early medical care. If the frozen part thaws, do not allow it to refreeze. If this occurs, damage will be greatly increased.

If the person's foot is frozen, assist him in walking or carry on a stretcher.

CONCLUSION: The guide must watch his client and treat accordingly at the first signs of frostbite.

SKILL: HYPOTHERMIA - PREVENTION AND TREATMENT

OBJECTIVE: The guide will better understand hypothermia, its causes and treatment.

METHOD: Introduce the topic, then show the video tape. Finally, review the main points followed by a discussion.

Hypothermia kills.

Hypothermia is the loss of heat from your body core.

Causes:

- o exposure to cold over a period of time
- wetness increasing the effect of cold
- o insufficient clothing relative to conditions.

Symptoms:

Hypothermia can go unnoticed until it is too late. Some signs are:

- o shivering
- . slurred speech
- incoherence
- fumbling hands
- stumbling
- o drowsiness
- exhaustion
- extremities (arms/legs) stop functioning

Prevention:

- proper clothing
- o carry extra clothing - it can always be taken off but if you don't have it you can't put it on
- o change clothes as soon as they become wet
- . if you have a partner - watch him for signs and he watches you

UNIT SIX: PHOTOGRAPHY

- LESSON 1: Introduction to photography
- LESSON 2: Technical information
- LESSON 3: Posing of photos

Module E Unit 6 Lesson 1

SKILL : PHOTOGRAPHY

OBJECTIVES: -understanding the basic steps necessary to taking good photographs
-operating a basic camera
-understanding the importance of taking good pictures for the client and the operator

ITEMS
REQUIRED: Guest speaker, if possible
Several types of cameras
Film for camera
Magazines showing promotional photos
Video tape on photography

METHOD:

1. Arrange to have a guest speaker who is knowledgeable about basic photography speak to the guides.
2. Review basic steps in picture taking.
3. Have guides take several photographs using several types of cameras.
4. Discuss with the guides reasons why clients will appreciate good pictures.
5. Emphasize that the operator will also use good pictures for promotional purposes.
6. Photography in extreme Arctic conditions discussed: cold weather photography; problems of camera and film going from -40 to +10 in a tent; types of film for extra brightness in spring; Protection from water, i.e. rafting and canoeing; proper packing for transportation--skidoo packhorse, dogteam; spare equipment such as battery packs, lens and carrying bags.

CONCLUSION: The guide must be aware of the value and fragile nature of his guest's equipment. He must be able to format a good photo.

Module B Unit 6 Lesson 2

SKILL : PHOTOGRAPHY

OBJECTIVES: Understanding:
-principles of photography
-**A.S.A.** ratings and their importance
-relationship of f-stop and shutter-speed
-exposure settings

METHOD: Lecture and demonstration.

By comparing the camera and the human eye--make clear the relationships of **A.S.A./I.S.O.** ratings to the amount of available light. Show also the correlation f-stop and shutter-speed function. Discuss how depth-of-field is governed by f-stop.

Focus range--how critical in:

- . instamatic types
- 50 mm lens 35 mm cameras
- 35 mm cameras with zoom lens

Focus also determined by:

- split-image types
- . range indicating types

Exposure:

- . review automatic types (speed set f-stop determined or vice versa)
- needle matching types
- . external meter readings

CONCLUSION: The guide should demonstrate his ability to focus and choose correct exposures.

SKILL : POSING OF PHOTOS

OBJECTIVE: The guide should **be** aware of photo composition in which:

- background clutter is eliminated
- background is used to good effect
- inclusion of foreground and centering of important object
- angles "and their relationship to the completed photo
- the arrangement of the game **and client**, detail awareness, **blood, etc.**

METHOD: Lecture and demonstration.

If. a video camera is available--use this for instant feedback of photo posing.

Use displays of good/poor Photos" Use either a prepared slide presentation, a photo album, magazine photos or examples of brochures, both good and poor.

<p>* NOTE: During the handling of cameras, emphasize that at no time should anything touch the lens. Use only lens tissue and proper methods to clean the lens.</p>

MODULE C: ON-THE-LAND CONSIDERATIONS

UNIT ONE: Preparing for the Hunt

UNIT TWO: Transportation

UNIT THREE: Camp Consideratons

UNIT FOUR: Outdoor Cooking

UNIT FIVE: Regulations

UNIT ONE: PREPARING FOR THE HUNT

- LESSON 1: Pre-planning the hunt
- LESSON 2: Booking a client
- LESSON 3: Preparing necessities
- LESSON 4: Checklist development**
- LESSON 5: Tour organization
- LESSON 6: Checking the client's equipment

SKILL: HUNT ORGANIZATION

OBJECTIVE: Pre-planning the hunt.

ITEMS
REQUIRED: maps, notebook, airline schedule (if
applicable) , hunting regulations.

METHOD: Lecture and discussion.

The emphasis of this lesson is on the amount
of work required before the client arrives.

The items to be included are:

1. Map of the area. A large **scale** map of
the hunt area should be secured. In most
cases the guide will be operating in
familiar landscape; however, the map will
be useful in indicating aerial pick-up
points or other safety-related require-
ments. Total travel distance can be
accurately estimated.
2. Hunting regulations. In some areas,
wildlife management unit boundaries may
be of concern. This in conjunction with
the map eliminates potential regulation
contravention. A copy of pertinent
regulations should always be carried by
the guide.
3. Airline schedule. Current flight schedules
should be available to confirm arrival
and departure times. This will aid in
judging whether overnight accommodation
will be required before the hunt.
4. Notebook. This is required to outline
information received and form a checklist
of things to be accomplished.

CONCLUSION: The guide is expected to be an expert in his
field. He must have accurate information
available in an organized manner.

SKILL : HUNT ORGANIZATION

OBJECTIVE: Booking a Client

ITEMS
REQUIRED: notebook and calendar

METHOD: Role-play or discussion.

A role play situation can be initiated in which a simulated telephone conversation is produced. A prospective client calls the guide and wants to book a hunt with him. The client has a specific holiday schedule (i.e. Saturday to Saturday) and he wants the maximum length of hunt possible in this time. What can the guide arrange? (For purposes of this role-play, the guide/outfitter terms will be synonymous.)

Items of concern:

- a) Was the guide courteous, congenial?
- b) Did he receive the client's name, address and telephone number?
- c) Are the proposed dates possible?
- d) Did he make allowance for aircraft arrival/departure times?
- e) Was there any reference to cost, deposit, accommodation or travel arrangements?
- f) Was there a positive attempt to "sell" the hunt?
- g) Was there any doubt about arrangements, or did the conversation have a positive professional tone?

CONCLUSION: Often hunts are booked in advance for the guides; however, this exercise reinforces the questions the guide should ask when informed of a scheduled hunt.

SKILL : HUNT ORGANIZATION

OBJECTIVE: Confirming availability of transportation and supplies.

METHOD: Lecture and discussion.

Once the proposed hunt of Lesson 2 is outlined, various considerations must be examined. These will include:

- a) deciding on the type of transport required.
- b) confirming its readiness and availability.
- c) deciding on possible town accommodation and reservations.
- d) making a list of possible questions (will the hotel accept personal cheques? Visa cards?)
- e) making arrangements for all necessary equipment or transportation.
- f) considering the availability of "back-up" equipment or transportation.
- g) making checklists of required equipment (* Note: this item is handled more completely in Lesson 4)

CONCLUSION: **Preparation** for a hunt does not begin when the client arrives. The guide's work starts long before he sees his client.

SKILL: CHECKLIST DEVELOPMENT

OBJECTIVE: The guide who has mastered this skill will be able to list all equipment needed for a trip.

- METHOD:
1. Review a sample equipment checklist with the guides.
 2. Ask the guides why it is important to check all equipment.
 3. Have guides develop their own equipment checklist (personal gear and boat, skidoo, or dog-team lists) .
 4. Review checklists in class.

The guide's list should include at least:

- ° small day pack
 - ° compass (if applicable)
 - ° map of area
 - ° knife
 - ° camera and film
 - ° small flash light
 - ° waterproof matches
 - ° short length of rope or twine
 - ° small first aid kit
 - ° toilet paper
 - ° personal medicine
 - ° spare socks
 - ° small stub candles
 - ° snare wire
 - ° rain gear (if applicable)
 - ° good insect repellent
 - ° proper head gear
 - ° clothing suitable for day's work
 - ° good footwear suitable for day's work
5. Have the guides prepare a vehicle checklist for the hunt.

CONCLUSION: The guide should become accustomed to referring to a check list in order to run a professional trip.

- SKILL: TOUR Organization
- OBJECTIVE: The guide who has mastered this skill will be able to:
-define **clearly** what is meant by the term tour schedule and itinerary.
-**plan** and organize a tour.
-explain why a **well-organized** trip is absolutely essential to ensure that the client has good experiences on the tour.
- ITEMS REQUIRED: **Maps, writing materials, guest operator** (if possible) .
- METHOD: 1. Discuss with the guides why a **well-organized** tour is so important.
A group discussion should emphasize the following points:
• **length** and destination of activity
• traveling time between points 'sing 'naps
• method of transportation
• routes being taken
• steps along the way
• attractions
• determinatiOn of rest points, **meal** locations, and **sleeping** locations
• calculate daily distances to determine arrival times at various points and show these on a map
• **amounts** of food and **supplies** that will be needed
• **emergency** and safety precautions.
2. Haveguides prepare **sample** tours 'or 'he operator "they work for.
3. Review the **sample** tours with the group. This should be a **positive** experience--one 'hat offers constructive criticism for each guide"
- CONCLUSION: The guides should be aware of the planning required in **organizing** a tour.

SKILL : PREPARING FOR THE HUNT

OBJECTIVE: Checking the client's equipment.

METHOD: Lecture, discussion or role-play.

Once the guide is proficient in creating check-lists and is aware of his equipment needs, he must then examine his client's equipment.

Many guides are reluctant to question their client's choice of equipment. However, since the guide is responsible for the client's safety and comfort, he must assure himself that the client has arrived with suitable equipment. There will be times when a client is unfamiliar with the terrain and the weather conditions likely to be encountered. The guide can prevent an unhappy experience by confirming the suitability of the client's equipment. Some of these areas of concern might include:

- a) checking the client's rifle for damage in transit,
- b) verifying that the correct caliber and sufficient ammunition is carried,
- c) verifying the "zero" of his client's rifle at a suitable range,
- d) examining the clothing choice for suitability. Is he prepared for the potential weather?
- e) examination of footwear. Are his boots suitable for the type of terrain to be encountered?
- f) Has he remembered to bring sunglasses, sunscreen or other protective necessities?
- g) Finally, is his licence and necessary tags in his possession?

If the guide is doubtful about the suitability of an item he should not hesitate to bring this to his client's attention. It is

METHOD: (continued)

better to check your client while forgotten items can be purchased, rather than incur the penalty in the hunt.

CONCLUSION: The guide's attention to detail and his concern for the client's safety and comfort are regarded as indications of his professionalism.

UNIT TWO: TRANSPORTATION

- LESSON 1: **Load transportation**
- LESSON 2: Client check-out
- LESSON 3: **Boats and equipment**
- LESSON 4: **Snow machines and equipment**

SKILL : VEHICULAR AWARENESS

OBJECTIVE: Understanding load capacity.

METHOD: Lecture and discussion.

Once the mode of travel is decided upon, the ultimate load to be carried must be considered. For example, if a fly-in hunt is considered, what type of aircraft is available and how does this affect the cost of your service. Will the trip require two 185 trips or one Beaver load? Are both types available? Will you require a Twin Otter? Your decision will be based on judging your client's equipment (always guess too much and you'll be closer to the truth) and understanding the amount of groceries and equipment you will be responsible for. Weight alone is not the criteria; bulk must also be considered, as well as party size and seating possibilities.

Whether plane, boat, dog-team, skidoo or Komatik are considered, the problem remains the same: What is needed to carry this load?

You must be restricted to essentials, yet you can't leave necessities behind. Check your client's gear for unnecessary items.

In a discussion format, brainstorm possible solutions to various party sizes and transport problems relevant to the area's hunt.

CONCLUSION: This is a part of the pre-hunt awareness that the guide will be responsible for.

SKILL : VEHICULAR AWARENESS

OBJECTIVE: Informing your client.

METHOD: Discussion or role-play.

The guide will be expected to have expertise in the handling of his equipment. However, it should be assumed that the client may have no knowledge whatever of this mode of transport. For reasons of safety and client comfort, the guide must make the effort to assess the client's familiarity with the travel method.

Dog-team or Komatik may be strange and frightening to someone unaccustomed to them. The guide should take the time to explain what to expect and familiarize the client with the methods. This not only promotes safety, it also acts as a bonding agent between the guide and client.

Using role play; some of these concepts can be displayed.

CONCLUSION: The client should be made to feel at ease in an unfamiliar travel situation.

SKILL : **VEHICULAR KNOWLEDGE (Boat)**

Optional: Dependant on timing and location.
--

OBJECTIVE: The guide will be **aware** of the procedures for proper boat and motor maintenance and readiness.

ITEMS Boat, motor, tools, and necessary accessories.
REQUIRED:

* NOTE: If possible, secure the services of a small motor mechanic to discuss potential trouble-spots.

METHOD: Lecture and discussion.

1. Boat Handling: by discussion with experienced guides, bring out suggestions for handling the boat in rough or fast water, or while landing a trophy fish.

2. Boat Equipment: by discussion or question, create a list of items that should be available as boat accessories.

• Note: This lesson can be incorporated Module E (checklist development).

The items should include at least:

- life jacket for each person
- 2 paddles
- bailing can
- boat plug
- extra rope
- anchor
- landing net
- fish tub

3. Motor and Equipment: by discussion and question develop an awareness of motor requirements.

METHOD; (continued)

- * Note: This lesson can be incorporated with Module c-1-4 (checklist development). This can also be expanded into basic maintenance if a small-motor mechanic is present.

A list of requirements should be created. This could begin with fuel considerations, basic installation of the motor on the boat and operating procedure.

This should involve at least:

- o Fuel - mixture, handling, storage, safety
- o Installation - centering, safety chain, tilt angle
- o Operation - **pre-run** check, prop check, starter cord condition, shear pins
- . Maintenance - spark plug gap, extra plugs, lower unit lubrication, tool kit check.

CONCLUSION: A guide must be expert in handling and maintenance of his method of transportation. Remind the guides (especially the younger ones) that jack rabbit starts and 3G turns do not impress clients. If they wish to prove their racing ability, do it alone with their own equipment.

Module C Unit 2 Lesson 4

SKILL: VEHICULAR KNOWLEDGE (Snow machine)

Optional: Dependant on timing and location.

OBJECTIVE: The guide will be made aware of the procedures for proper use and maintenance.

ITEMS REQUIRED: Snow machine, KOMATIK, necessary accessories and tools.

* NOTE: If possible, a small motor mechanic should be made available to discuss maintenance functions.

METHOD: Lecture and discussion.

1. Skidoo Handling and Maintenance: by initiating discussion on skidoo handling, bring out the safety requirements. The guide must be made aware to check his client for frost bite or injury. Travel in the buddy system is to be encouraged to aid in case of emergency.

A list should be prepared to show the minimum requirements.

* Note: this lesson can incorporate Module E (checklist development).

These requirements should include at least:

- types of clothing and safety equipment
- tools and spare parts (belts, plugs, chains)
- extra rope
- basic maintenance procedures

2. KOMATIK use: discuss safety warnings to guest (i.e., on pack ice, exercise care that his legs don't get caught under the runners) .

METHOD: (continued)

Also mention frequent checks, since due to the noise of the motor, the guide can't hear if the guest yells from the back of the Komatik.

CONCLUSION: The guide accepts responsibility for his client. He must be certain his equipment is in top shape and in full readiness before the arrival of the guest.

UNIT THREE: CAMP CONSIDERATIONS

- LESSON 1: On-the-land training
- LESSON 2: Preparations for the trip
- LESSON 3: Campsite selection
- LESSON 4: Camp set-up
- LESSON 5: Hygiene considerations

Module C Unit 3 Lesson 1

SKILL : ON-THE-LAND TRAINING

OBJECTIVE: Training considerations.

METHOD: (See video tape.)

Although the outing is meant to be enjoyable, it is not a joy-ride. The entire week is filled with training.

Each element of the experience is the basis of a lesson. Total involvement is a necessity.

Some of the aspects that will be covered on the land include:

- prepacking of food and materials for travel.
- check-list verification of items.
- vehicle loading and operating techniques.
- travel considerations (when to make shore lunch, etc.).
- camp site selection and clean up.
- camp set-up.
- fires and cooking arrangements.
- privy construction and garbage handling.
- cooking lessons, first aid lessons, survival lessons.
- **proper** hunting/guiding techniques/caping.
- direction finding- and map reading.
- role plays and case studies to reinforce possible situation handling.
- review of knots and splices.
- motor maintenance.
- photography--posing of hunters and trophies.
- entertainment, stories and traditions.

The list is terminated only by time considerations.

CONCLUSION: This exercise is the proving ground for a tourism venture. Point out the marketable prospects.

SKILL : ON-THE-LAND TRAINING

OBJECTIVE: Preparing the class for the purpose of the trip.

METHOD: Discussion and lecture.

The on-the-land segment will involve the central week of this three week program. Its purpose is to give a "dry run" tourism experience. During this time many skills will be practiced and situations will occur that could not be duplicated in a class-room situation.

Problems will occur. They are to be anticipated and welcomed. However, not only the guides will be under scrutiny--so will the instructor. You will have to demonstrate resourcefulness, strength and sensitivity. In short, the instructor will be the model guide.

In preparation for the trip (week 1) the following items should be accomplished:

1. Deciding on a trip itinerary. This should simulate a tourist experience and should involve travel to fishing or hunting areas/historical areas/scenic places, if possible. Maps are required.
2. A class exercise in choosing the itinerary should include preparations for travel (boat and motor or skidoo and Komotik readiness) . All fuel amounts and costs should be calculated.
3. A division of the class into self-contained units of 4 or 5. These units will be self-sufficient and form a team. Assign an order list so each person gets at least one day as Guide. It will be his responsibility to provide cooking, activities, entertainment and clean-up for that day.
4. Assure that each group has proper clothing, sleeping bags, tents, grub-box equipment and transportation means.
5. Have each group prepare their folding table and grub box for the trip.

METHOD: (continued)

6. The group should collectively pack the groceries. Remind them to pack according to menu order. Avoid boxes--try to secure enough pack-sacks for the trip.

7. Initiate an individual check-list approach. Be sure each guide has checked each piece of equipment--as he would were he responsible for the entire trip.

8. Inform the guides of safety and travel procedures. Use the group system. Remind them if they are guiding a large party to never race ahead or lose sight of the group.

CONCLUSION: Lead each individual into doing things for himself. Remind the guides that this is a practice trip for him to make mistakes on and learn how to better himself.

SKILL : CAMPSITE SELECTION

OBJECTIVE: Understanding the necessities of suitable campsite selection.

METHOD: Discussion and/or demonstration.

It would be largely assumed that the guide would show proficiency in campsite selection. In many cases, the terrain dictates what is available. When site selection is not so rare as to be self-evident, the guide should consider various criteria in site selection.

Beyond the necessities of shelter, access to water and freedom from insects, he could base his decision on other inputs. Given a choice between traditionally used campsites and new locations, the guide should attempt the new location. This minimizes visible garbage in the area and also reduces the possibilities of conflict with traditional users. The choice should also offer a scenic view if possible. Beside its utility in the hunting area, the site should be reached without over-taxing the client. Two or three extra hours on a Komatik or in a boat may dull the edge of appreciation for the location.

Possible sites and alternate sites should be kept in mind in case of poor weather or slow travel conditions.

CONCLUSION: The campsite should be fresh, scenic, utilitarian and reached before exhaustion.

SKILL: CAMP SET-UP

OBJECTIVE: Recognizing the need for good camp organization.

METHOD: Lecture and discussion.

Since hunting is usually an intensive occupation, and since daylight can be in short supply at these times, it is essential that the camp be well-organized.

Below the tree line, this could include an organization that aids early-morning cooking in low light conditions. The grub-box and cooking equipment should be readied the night before so that little time is wasted in searching for cooking items.

Spring time above the tree line makes light less of a consideration; however a well organized camp set up reflects upon a guide's professionalism.

In discussion, bring out suggestions from the guides which would result in maximum convenience for both themselves and their guests.

Suggest possible scenarios. Should a guide have his own tent or should he stay with his guests? What amenities can be constructed to enhance a longer stay? What privy construction will be required? How does the guide intend to deal with garbage?

CONCLUSION: The needs of a guided event are at times differ'ent from simply living on the land. The client's comfort and his impression of his surroundings must be taken into consideration.

Module C Unit 3 Lesson 5

SKILL : PROPER SANITATION, HYGIENE AND CLEANLINESS PROCEDURES

OBJECTIVES: The guide who has mastered this skill will be able to:

- explain why proper sanitation, cleanliness and hygiene are important on a trip.
- describe proper methods for waste disposal.
- explain why clients will expect **proper** sanitation procedures on most types of tours.
- describe why following proper sanitation and hygiene procedures will enhance the guide's professional reputation.

METHOD: Discussion and question.

This section could be given by a local nurse.

Ask the guides why clients from the "outside" will expect the guide to follow proper sanitation and hygiene procedures. Emphasize that North Americans and Europeans are very conscious about cleanliness.

A guide's reputation will be enhanced by a clean, good looking operation. Happy clients are the best form of advertising and happy customers tend **to leave** good tips. Those clients might return or refer others to your guide services.

Review with the guides sanitation and hygiene procedures to be followed on a trip. Some aspects of this section could be included with Unit 2 (Camp Cooking.).

These might include:

- ensuring all camping and transportation equipment is cleaned after each use.
- all garbage is burned or brought back to the-base.
- food preparation is initiated only after washing properly.
- ° all foodstuffs in protective containers, i.e., from dirt, water, animals, bugs, etc.

METHOD: (continued)

- . **proper** storage of foodstuffs, i . e . t
from bears at night.
- ° proper privy **construction**.

UNIT FOUR: OUTDOOR COOKING `

- LESSON 1: Menu development
- LESSON 2: Food requirements
- LESSON 3: Packing and maintaining a grub-box
- LESSON 4: Outdoor cooking skills
- LESSON 5: Recipes
- LESSON 6: Field lunches
- LESSON 7: Creating guiding equipment (table)
- LESSON 8: Grub-box construction

SKILL : MENU DEVELOPMENT

ITEMS Classroom setting, writing materials.
REQUIRED:

METHOD: This a lengthy exercise but totally essential.
Allow at least $\frac{1}{2}$ day for this lesson and two
or three hours extra if shopping can take place.

Situation:

The guide' will be taking a party of four on a five day trip. It is his responsibility to:

1. develop a menu for each day
 2. develop a shopping list from the menu
 3. develop a total cost of the food from the shopping list.
-

Step 1: Have the guides draw lines on a clean sheet of paper so there are 3 equal vertical columns and 6 equal horizontal divisions. The three vertical columns are **labelled** "Breakfast", "Lunch" and "Dinner". The six horizontal spaces are numbered on the left side as "Day 1, Day 2, . . . Day 6".

The trip is supposed to start at 10 a.m. on the first day and end at 4 p.m. on the 5th day. So, the first breakfast and the final supper are not included in the main plan.

However an emergency supper for Day 5 and full meals for Day 6 are to be included in his shopping in case of bad weather.

* NOTE: Avoid guide exuberance in selecting sirloin steak or chicken-every day. Point out that since, theoretically, they are paying for the food, it should be wholesome, varied, and inexpensive. Do not forget beverages, tang or juice or powdered milk--include spices also. Try to use spoilable first.

Step 2: Once all except the first square is filled, recheck for variety, (i.e., don't have spaghetti three nights in a row). Now have each guide determine how much of each **item** is required. This means making another lengthy list. Quantities should be derived by logic (i.e. 1 pound of bacon = 1 meal for 4 men approx. see Lesson 2).

METHOD: (continued)

Step 3: Once each item is accounted for, plus additional requirements (see grub box list), have a price figured for each item--then add it up.

Step 4: If location facilities permit, break guides into units of four, appointing one head-guide for the lesson, and have them do the required shopping. This will be their group food allotment for the on-the-land segment (see Unit 3).

Step 5: Back in the classroom have the guides check the cash register receipt against their own computations. Have them come up with a formula of an average price per person per **day**. Later in designing their own tour packages, this item will influence the costing of their trip.

CONCLUSION: A guide must learn to economize yet give good wholesome meals.

SKILL: PLANNING MENUS

OBJECTIVE: 1. An awareness of the need for advanced planning.

2. Development of a system in judging food allotments, i.e., avoid unnecessary waste yet have an ample supply.

3. Understanding the need for an extra day or two's rations in case of bad weather.

METHOD: Discussion.

- the need for balanced planned meals
- the need for variety in cooking
- how to develop food estimates with the aid of a menu planner
- the possibilities for pre-packaging meals in order to reduce weight or waste

SOME EQUIVALENTS OF INTEREST

1 pound of spaghetti yields 4 *servings*
1 cup of rice yields 2 servings
3 handfuls of porridge yields 2 servings
3-4 handfuls of macaroni yields 2 servings
1 pound of bacon yields 4 servings

or

1 pound of sugar per person per week
2 pounds of flour per person per week
1 $\frac{1}{4}$ pound of porridge per Person Per week
 $\frac{1}{2}$ pound of rice per person per week
1 pound of **Crisco** per person per week

Module C Unit 4 Lesson 3

SKILL : PACKING AND MAINTAINING A GRUB BOX

OBJECTIVES: 1. Understanding the necessity for a **well-**organized hygienic cooking equipment box.

2. Designing the box and making a check-list of necessary items. Suggest party of four, see Module C, Grub-box construction.

METHOD: Discussion and display.

Class interaction-- suggestions for contents of grub box. This should include:

- . Coleman stove and extra fuel
- striker or lighting device
- . 6 sets of knife, fork, teaspoon, tablespoon
- 1 butcher knife
- . 1 paring knife
- can opener
- . spatula
- large serving spoon
- . 6 plates
- . 6 **cups**
- 6 bowls
- frying pans (cast iron) (2 sizes)
- set of nesting pots
- . coffee pot
- clutch oven (optional)
- . salt, pepper and **other** spices (garlic salt, chili powder)
- 2 lb. can of flour and baking powder
- sugar, coffee, tea, canned **milk** ,
- cooking oil or lard, margarine
- o paper towels and j-cloths, tin foil
- detergent
- o oven mitt or leather glove
- scouring pad

METHOD: (continued)

- . small bar of soap
- large garbage bags
- toilet paper

Some food items that should be contained are:

- . peanut butter
- jam (honey)
- lemon
- beans (canned)
- rice
- . canned meat
- canned sweet creamed corn
- onions, dried soups

CONCLUSION: The guide should maintain a well-stocked, mouse proof clean grub box for **large** parties.

SKILL: OUTDOOR COOKING SKILLS

OBJECTIVE: Clean, efficient food preparation.

ITEMS
REQUIRED: A good "camp cook" and ingredients.

METHOD: Demonstration and practice.

During **the "on the land"** segment, each guide will take his turn at being "guide for the day" while the others act as tourists. Some will be very shy and reluctant to cook for others and they should be supported and aided while cooking. Once the successful meal is served, all shyness disappears. A good meal goes a long way in making an enjoyable outing.

Items to be presented:

1. Cleanliness: The guide must not only wash his hands before touching food, he must make it obvious to his guest that he has done so. Keep fingernails short and clean. Scald utensils after washing.

2. Traditional foods: Discuss the difference between traditional foods and what the guest's expectations might be. A good method to introduce food to the guest is to ask him if he is interested in trying some.

3. Procedures: Explain proper procedures for cooking traditional and non-traditional food under camp conditions.

Plan the sequence so that all items are cooked at the same time. Since potatoes take longer than fish to cook, start those first, then tend to filleting.

4. Cooking variety: Use different methods to add variation to the meals.

(a) Frying: "avoid frying too often. If you must, then use paper plates or paper towels to absorb excess grease.

METHOD: (continued)

(b) Boiling: this adds newness to many fish recipes. If you are boiling meat, save the juice to make soup.

(c) Stewing: a clutch oven is a welcome method of cooking. Put all the ingredients in one pot over a low heat and allow to cook slowly for several hours.

(d) Broiling: use a wire grill or green stick. Meat or fish taste very good this way. Be careful not to burn the meal. Keep it back from the flames.

(e) Steaming: fish can be put in aluminum foil on a grill for a change of taste.

(f) Baking: a clutch oven or a reflector oven can be used for this. Biscuits, bread, bannock and meat or fish can be cooked this way.

CONCLUSION: Cooking is an art. You can get better with desire and practice. Even a poor day seems much better when it ends with a good meal.

BASIC **BANNOCK**

-2-3 cups of flour
-1 teaspoon baking powder
-1 tablespoon sugar
- $\frac{1}{4}$ teaspoon salt
-2 handfuls raisins
(optional)

-1 tablespoon lard
- $\frac{1}{2}$ handful milk powder
-water

Mix the dry ingredients, mash in the lard with a fork, add enough water to make a stiff dough (use flour on your hands so you can shape it). Place the dough into a warm greased fry-pan. Cook both sides--should take 10-15 minutes depending on thickness and heat.. Try experimenting with different ingredients. Try some whole-wheat flour also.

POTATO SCONES (potato pancakes)

Mix 3 parts instant mashed potatoes
1 part flour
1 dash of onion salt (or mashed onion)
Add some melted butter
Fry like a pancake.

SEAL CASSEROLE

Grind seal meat
Prepare rice
Cook onion (and green pepper) in fat.
Mix meat, rice, onion, 1 can cream of mushroom soup,
225 ml evaporated milk--cover with **cornflakes**.
Fry or bake.

SEAL FLIPPERS

Soak 2 seal flippers in 10 ml baking soda and enough water to cover for 30 minutes.
Cut away the white fat from the **seal** meat, wash and cut into bite-size pieces.
Brown the meat in a little oil, add 1 chopped onion and 250 ml water.
Simmer, add vegetables, cook till tender.

ANY FISH CHOWDER

- | | |
|---------------------------------------|-----------------------|
| -2 lbs. boneless fish fillets (cubed) | -1 or 2 onions |
| -2 bay leaves | -1 can carnation milk |
| -pinch of salt | -1 can creamed corn |
| -4 potatoes | -dash of pepper |

Cube the potatoes and dice the onion. Boil these in half a pot of water and add the bay leaves and salt. When the potatoes are done, remove bay leaves, add the cubed boneless fish and boil again for 3 or 4 minutes. Drain off the water, mix the creamed corn and carnation milk with the contents. Add salt and pepper to taste.

BAKED STUFFED ARCTIC CHAR

Wash and dry fish. Sprinkle on inside with salt, stuff loosely with desired stuffing (3/4 cup for each pound of stuffed fish, 1 cup per pound of stuffed fish if backbone is removed). Fasten opening with small skewers or sew with large needle.

Place stuffed fish on greased baking pan. Brush with melted fat or oil. Measure char at thickest part. Bake in hot oven (450° F) 10 minutes cooking time per inch of thickness.

BASIC BREAD STUFFING

- | | |
|------------------------|-------------------------------|
| -1/3 cup chopped onion | -pinch of ginger, savoury, |
| -1/3 cup diced celery | thyme, sage, or dried |
| -3 tbsp. butter | mint |
| -1/2 tsp. seasoning | -3 cups of dried bread crumbs |

Cook onion and celery in fat until tender. Add cooked vegetables and seasoning to bread crumbs. Toss lightly.

BROILED ARCTIC CHAR

- | | |
|----------------------|----------------|
| -arctic char | -lemon juice |
| -butter or olive oil | -anchovy paste |
| -parsley | |

Broil the char, sprinkling it with melted butter or oil, to taste. Set the broiled fish directly onto a very warm plate and garnish with fresh parsley and slices of lemon. For best results, serve with anchovy butter.

POTATO SKIN TREAT

Wash the potatoes well. Peel thicker than normal. Add sprinkle of salt and some cheese slices--grill as an appetizer while the potatoes boil for the fish chowder recipe.

MOOSE OR CARIBOU ROAST

Remove the bone from a roast. Add salt, pepper, garlic salt, then roll and tie. Rub the outside with lard or margarine and sprinkle dehydrated onion soup on it. Roll in tin foil. Roast at $\frac{1}{2}$ hour per pound.

MOOSE/CARIBOU/BEAR STEW

-bacon	-2 tbsp flour
-2 small onions	-2 cans mushroom soup
-4 lbs. stew meat	-potatoes, carrots
-celery	-anything else you've got

Dice up everything and brown in a frypan. Season with salt, pepper and garlic powder. Dump into a stew pot that has pre-boiled potatoes and drained. Stir in the mushroom soup and just enough water. Simmer for flavour.

GAME BIRD A LA GUIDE WES

-2 or 3 game birds (ptarmagin or partridge)
-butter, salt, pepper, seasoning salt
-1 can cream of mushroom soup, 1 can sweet peas
-1 slice of bread or bannock

Remove all bones and cut meat into $\frac{1}{2}$ " wide strips. Place into melted butter in frypan, season and brown. Heat a can of peas or corn separately. Once the meat is cooked, add 1 can condensed mushroom soup. Stir. Pour this over the bannock or slice of bread, add the aside of peas or corn and enjoy. It's quick and very tasty.

SKILL : FIELD LUNCHESES

OBJECTIVE: Understanding the importance of the field lunch.

METHOD: Lecture and field demonstrations.

A well-executed field lunch should be a highlight in the day's activities. It not only serves its obvious function, but it acts as a time of rapport between guide and client. As such, these important considerations should be observed.

1. Location: A scenic location should be chosen. Do not frequent overly-popular areas since the possibility of careless garbage handling may degrade the experience. Keep the wind in mind when you seek your place.
2. Timing: Besides the natural lunch time occurrence, a time might be chosen by the guide because of weather consideration or a lull in hunting activity. It can also be employed when clients show signs of fatigue or boredom.
3. Presentation: The guide must not only wash his hands, he should make it obvious that he is accomplishing this; then, he can begin to prepare the food. Plan the sequence so that all items are cooked at the same time. Since potatoes take longer to cook, start those first, then tend to the rest of the meal.
4. Completion: Dishes carefully washed and put away, and the grub-box's contents readied for the next meal. All garbage is to be picked up. Do not rush your clients or take too long--use your observation of their behaviour to set your timing. Finally, make a last check of the area to see that no one has forgotten a camera or sunglasses.

CONCLUSION: Depending upon the type of hunt, the field lunch may vary from sandwiches and tea to a cooked meal. In any case, it should be a time of relaxation and comfort.

Optional

Module C Unit 4 Lesson 7

SKILL: CREATING GUIDING EQUIPMENT

OBJECTIVE: Making collapsible tables out of plywood.

ITEMS REQUIRED: 1 sheet of 3/4" or 5/8" plywood
1 skill saw
1 jig saw (sabre saw)
1 set of table plans (next sheet)
wood rasp and sandpaper
suitable paint

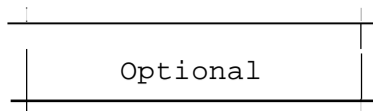
* NOTE: See video for details of construction.
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METHOD: Since a guide should be concerned with the comfort of his clients, here is a convenient **table** which seats four adults, and can be carried in a boat or **Komatik**. There is no need for fasteners of any sort since the design of the table holds it together. It is necessary to make the fit snug, but not extremely tight, as the wood has a tendency to swell in dampness. A coat of paint or varathane would aid in this regard.

The accompanying plans are for 5/8" plywood. If 3/4" is used simply alter the tab and notch dimensions to suit.

To speed construction, the plywood can be cut into 3 section 48" wide. The first section (24") will be the table top, the next section (45") will be the bottom segment, the table brace and the two legs. The remaining section (approximately 27") will be used. to obtain the two seats and their braces.

Designs or holes can be cut in the leg section to reduce weight. Position these so as to not weaken the table.



SKILL: CREATING GUIDING EQUIPMENT

OBJECTIVE: Making a guide's grub box.

ITEMS
REQUIRED: $\frac{1}{4}$ " plywood, $\frac{1}{2}$ sheet
 $\frac{1}{2}$ " plywood, $\frac{1}{2}$ sheet
skill saw and drill

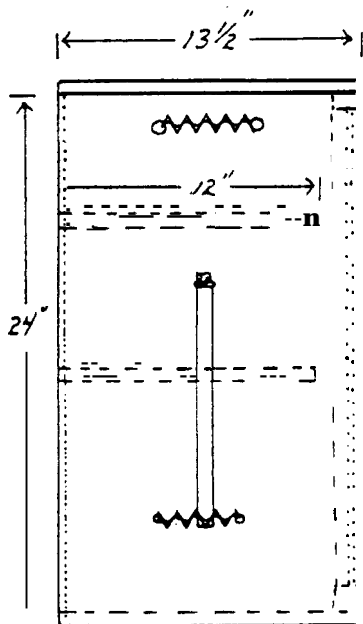
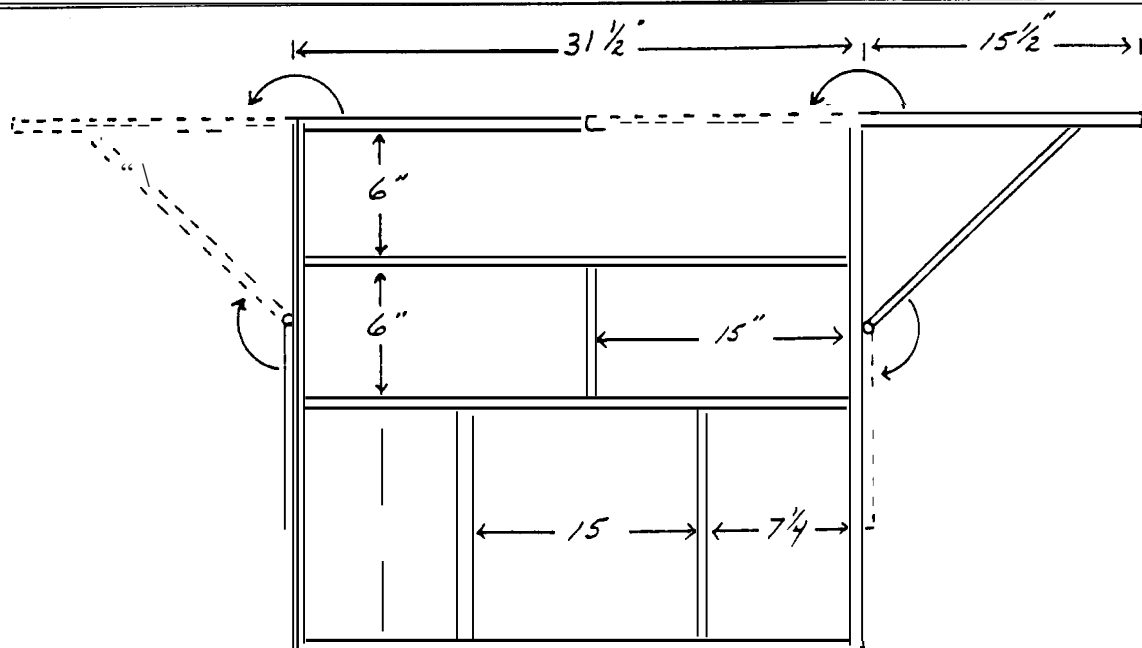
METHOD: The guide should be concerned with the orderly packing of his cooking gear and some basic foodstuffs. This plan is for a large grub-box which would be suitable for a **party of four** or five and a **guide**. Although its dimensions are acceptable for Komatik **or** large boat, it is too large for small-party shore lunch use. For that purpose, a much smaller grub-box can be designed. See if the guides have any suggestions for their own requirements.

This plan includes a sliding front and a hinged top which acts as a cooking surface and preparation table.

For small boats or shore-lunches, a plywood box with rope handles and a removable back-rest could act as a seat while in the boat or canoe.

CONCLUSION: A grub box should be designed to hold what is required, i.e., design the box around its function rather than just building a box and then trying to fill it.

GUIDE'S GRUB BOX

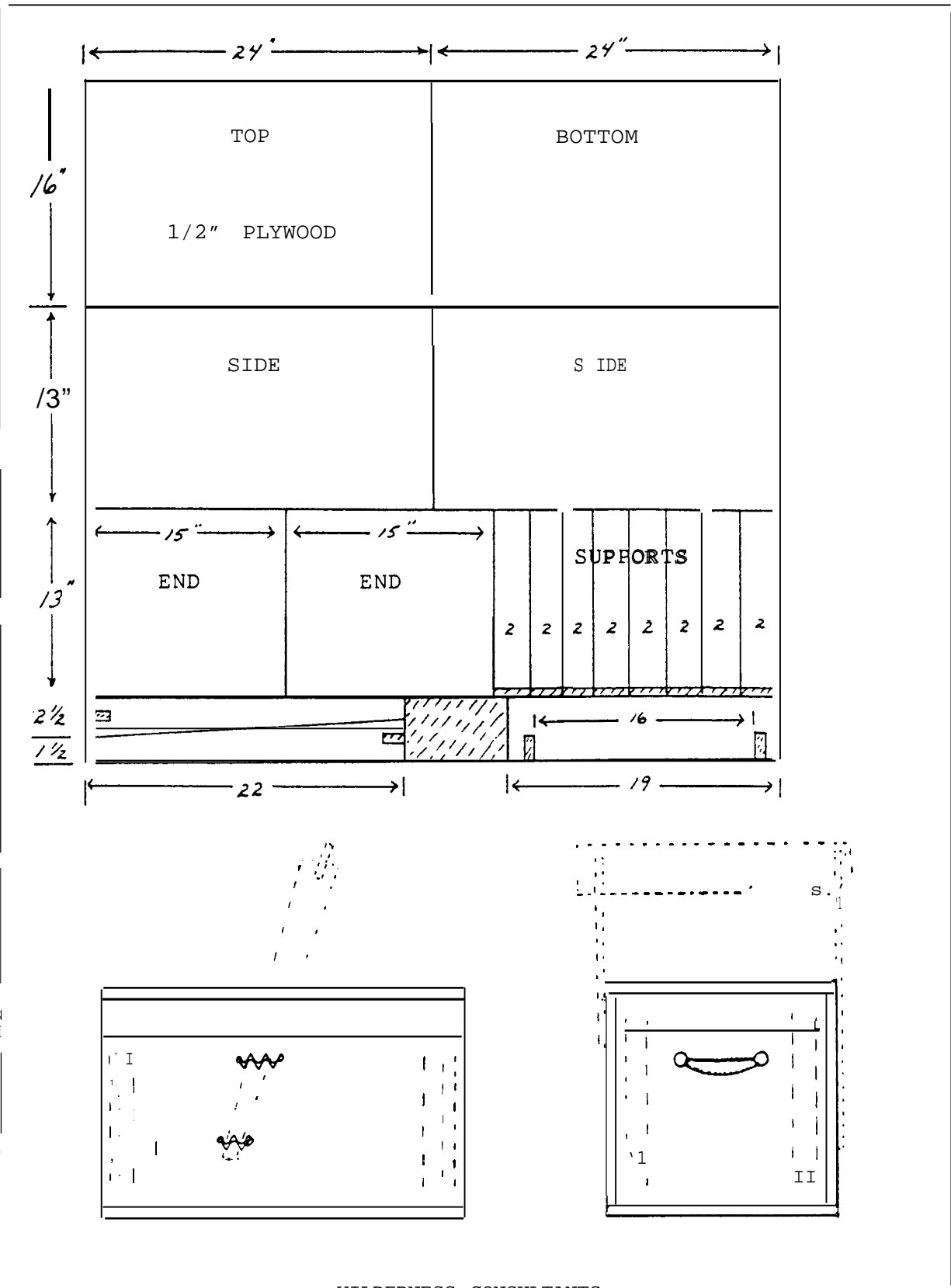


- Parts :
- 3 shelves
(30 3/4 x 12 x 1/2)
 - 2 sides
(24 x 13 1/2 x 1/2)

Sides and shelves from
1/2 " plywood.

Back and sliding front
from 1/4" plywood.

SMALL GRUB BOX



UNIT FIVE: REGULATIONS

- LESSON 1: Firearms regulations
- LESSON 2: Wildlife regulations
- LESSON 3: Guide and outfitter regulations
- LESSON 4: Vehicular regulations

SKILL : GOVERNMENT REGULATIONS

OBJECTIVE: Firearms regulations.

ITEMS

REQUIRED: pertinent information regarding firearms regulations.
representative of Wildlife or RCMP.

METHOD: Lecture and discussion.

Various aspects of Federal firearms laws and Territorial regulations must be known to the guides.

By Federal law restrictions apply regarding:

- barrel length
- overall length
- lending or borrowing a firearm (F.A.C. requirements)

By game laws, restrictions apply regarding:

- calibre restriction
- condition of the arm (cased/loaded)
- times of discharge

Resource material or resource persons should be made available to respond to the questions in this field.

CONCLUSION: The laws are complex and changeable, yet the professional guide must "observe the laws.

SKILL: GOVERNMENT REGULATIONS

OBJECTIVE: An awareness of the legalities involved in transportation.

ITEMS
REQUIRED: resource material, i.e. small vessels act, regulations concerning snowmobiles, aircraft, etc.

resource person (R. C. M.P.)

METHOD: Lecture and discussion.

The regulations concerning the use Of:

- ° aircraft
- ° boats
- ° skidoos
- ° ATV'S

will be examined in light of both vehicular and Renewable Resource requirements.

CONCLUSION: The guide will be aware of the restrictions possible regarding the use of motorized vehicles.