

**Arctic Development
Library**

**Level II Sport Fishing Guide Course
Type of Study: Reference Material
Date of Report: 1987
Author: Wilderness Consultants
Catalogue Number: 11-55-50**

INTRODUCTION :

The intent of the Level II Sport Fishing Guide course is to produce a skill-level which will promote a high degree of client satisfaction. In this way, knowledgeable guides, confident in their fishing ability and their skills of locating, processing or releasing fish, will present a professional image. Safety, professional competence and hospitality awareness relate the parts needed for the continuing promotion of tourism.

Previous learning and skills presented in the prerequisite Level I Guide Development Program will receive necessary reinforcement. Depending upon feedback from the candidates, the instructor will use his discretion regarding the amount of reinforcement required in the overlap areas.

During the three-week duration, the guide-candidate will be exposed to a broad range of skills. Ideally, this will occur in both a lodge-based and a fish-camp based operation. The first and third week of the course can be delivered from a lodge base, while the central week involves the on-the-land considerations including camp set-up and cooking.

Sequencing of material is flexible within the needed parameters of preparation for the central week. Since the expected attention-span of the candidates can be best served by rapid topic transition, the instructor is encouraged to vary presentation style and activities in order to maintain a high interest level. The use of video equipment during role play ensures active student participation as well as allowing the guides to evaluate their own performance. A balanced inter-action of theory, hands-on application and audio-visual presentations are most successful in achieving the goals of the course. The student's proficiency is observed in his demonstration of the learned skill.

SCHEDULE OF LESSONS

The course is designed so that generally each lesson is self-contained unit which can be used at any particular time. This allows the instructor great freedom in adapting on-going conditions to a suitable lesson.

Although the lesson plans flow smoothly in a start-to-finish **sequence**, it is not intended that they be taught in this way. The necessity of rapid change of topic could be required because of short attention spans or other situational demands.

However, it is best to regard the course as consisting three separate time divisions. The central division is the **practical on-the-land exercise**. In this week all the pertinent lessons should be dealt with. This would include:

- Consideration for campsites
- Consideration for shore lunch sites
- Organization of the campsite
- Sanitation, hygiene and cleanliness procedures
- Wilderness cooking
- First-aid
- Boat handling
- Fishing expertise
- Fish cleaning and packing
- Catch and release
- Navigation
- Photography

The week prior to this outdoor activity would include all the introductory material and all the lessons governing the preparation of the tourism exercise. These would include:

- all registration and administrative details
- introduction and synopsis of the course
- the elements concerning tourism, competition and the community's involvement
- tourism expenditures and cash flow
- safety considerations

- various resource materials showing hypothermia and cold water near drowning resuscitation
- planning the event
- Check list development - grub box contents
- Confirmation of requirements
- the menu plan - costing of the shopping list
- proper travel procedures
- client preparation
- Theory on boating and fishing

The final week begins with a review of the on-the-land exercise. Get the students' comments on problems which arose. Use this as a training session to de-bug their tourism attempts. Have the guides cost out the event. This leads into the pricing and business concepts contained in the course. This week should concern itself with:

- review of the trip (comments)
- costing of an entire tourism experience
- tour schedule, equipment costing, advertising
- guest speakers: Tourism (tourism potentials of the area); RCMP (boating regulations); Wildlife (regulations) ; Fisheries (regulations).
- photography, technical considerations, and how to use photos for advertising
- Promotion and advertising
- Marketing concepts

Ultimately, each applicable lesson will be covered in the duration of the course. However, there is a great deal of flexibility to allow a maximum of instructor freedom for the timing of the lesson selection. The broad guidelines given regarding the scheduling of lessons show the basic format of the training experience. The end will justify the means.

RESOURCE MATERIALS LEVEL 2 SPORT FISHING

Since the basis of the course pivots on a "hands-on" approach, some of the required material may have a short life-span. Rods , reels and accessories are prone to damage in transportation as well as in-use wear. With this in mind, a back-up of extra equipment is recommended beyond the minimums suggested in the following. These lists can also serve as course inventory controls.

COURSE HARDWARE

| <u>NUMBER</u> | <u>REQ'D</u> | <u>ITEM</u> |
|---------------|--------------|---|
| 1 | | Fly Fishing Rod |
| 1 | | Fly Fishing Reel |
| 1 | | Fly Fishing Line |
| 2 | | Fly Fishing Leader |
| 2 | each | Flies (Black gnat, Stone Fly, Dark Cahill, Quill Gordon, Black Ant, Gray Hackle |
| 1 | | Spin Fishing Rod |
| 1 | each | Spin Fishing Reel (open faced/closed face) |
| 1 | | monofilament line (300 yds. 10# test) |
| 10 | | snap swivels |
| 10 | | wire leaders |
| 1 | | Bait casting rod |
| 1 | | Bait casting reel |
| 1 | | monofilament line (300 yds. 15# test) |
| 1 | | Trolling rod |
| 1 | | Trolling reel and line |
| 2 | each | <u>Jigs</u> : bucktail jig, Mr. Twister, Spinner baits, Marabou jig, Mr. Mean |
| 2 | each | <u>Spinners</u> : Mepps, Panther Martin, Blue Fox Vibrax, Assorted Rooster-tail types |
| 2 | each | <u>Spoons</u> : Daredevle, Doctor Spoon, 5 of Diamonds, Red eye Silver Minnow, Halfwave, Pixie Spoon, Little Cleo, Williams Wobbler, Sutton Spoon, Northern Nailer |
| 2 | each | <u>Plugs</u> : Hula Popper, Shad Rap, Fat Rap, (solid & jointed) Rebel series, Deep Wee R, Flatfish, Canadian Wiggler, J Plug, Lazy Ike Fish Lure (Dr. Juice) Hook Hone Landing nets |

COURSE HARDWARE CONTINUED

| <u>NUMBER</u> | <u>REQ'D</u> | <u>ITEM</u> |
|---------------|--------------|---|
| 4 | | Fillet knives |
| 4 | | Commercial Fishing knives |
| 1 | | Personal folding knife |
| 1 | | Custom knife |
| 1 | | Crock stick |
| 1 | | Sharpening stone |
| 1 | | Sharpening steel |
| 13 | | Silva compasses |
| 1 | | U-VIC Floater Jacket (instructor) |
| 1 | | C.P.R. Dummy (St. John's) |
| 1 | | Lens cleaning solution (for cameras) |
| 1 | | Lens tissue |
| 1 | | Turkey baster & tube |
| 1 | | Thread chaser |
| 1 | | Tool kit |
| 1 | | First aid kit |
| 1 | | Cooking kit |
| 1 | | Shower Bag |

TEACHING AIDS

| <u>NUMBER REQUIRED</u> | <u>ITEM</u> |
|----------------------------|--|
| 1 | Large map of Canada and U.S. |
| 1 | Cash flow transparency (or slide) |
| 1 (rein) | Catalogues - various sporting goods - knife catalogue |
| 1 | Underwater world fact sheet Guide to Freshwater Sport Fish |
| 1 | Common Diseases & Parasites of Fresh- water fish in B.C. |

COURSE HAND-OUT REQUIREMENTS

| <u>NUMBER REQUIRED</u> | <u>ITEM</u> |
|------------------------|--|
| one class set | Brochures - International fishing |
| one class set | - Canadian fishing |
| one class set | Explorers Guide |
| one class set | N.W.T. Fishing Guide (Current) |
| 4 | Maps - Lake Hydrographic |
| 8 | Maps - Topographic 1:125,000 |
| 1 | Maps - W.A.C. chart |
| one class set | Safe Boating Guide Alert Boaters Kit |
| one class set | Hand out sheets (contracts, articles menulists) |

AUDIO-VISUAL AIDS

| | |
|--------------------|---|
| Video equipment | -VCR (VHS mode portable) -camera -batteries & charger & A.C.adapter |
| Sonar | -Portable Fish locator & accessories -PH meter |
| Video | -High-tech fishing equipment -Catch and Release -Group survival -Hypothermia -Near drowning |
| Cameras | -(1) 35 MM S.L.R. -(1) Polaroid Camera |
| Slide Presentation | -Event administation |

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- LESSON 5: Industry Involvements
- LESSON 6: The role of the fishing Lodge
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MODULE A: TOURISM AND HOSPITALITY AWARENESS

UNIT ONE: Understanding Tourism
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MODULE A

UNIT ONE: UNDERSTANDING TOURISM

- LESSON 1: Seeing the tourist as an individual
- LESSON 2: Identifying needs and problems
- LESSON 3: The Role of Tourism
- LESSON 4: Economics of Tourism
- LESSON 5: Industry Involvements
- LESSON 6: The role of the fishing Lodge
- LESSON 7: Growth potential

SKILL: Understanding Tourism
OBJECTIVE: Seeing the Tourist as an Individual
METHOD : Question and Discussion

Although tourists can be grouped into interest categories, it is essential that the guide views each tourist as an individual. In attempting to get to know his client the guide will become aware of the specific mix of experience and expectation that forms the make up of his guest. It is also important that the guide not be intimidated by the tourist, since this can form the basis of a potentially dangerous situation. (See also Module B, Unit 5 "Safety".)

The following questions form the framework for discussion:

What is a tourist?
How does he differ from us?

If the responses are stereo-typic, break the trend by asking:

Has anyone here been a tourist?
How did you feel when you went to a strange place?
How did you wish to be treated?

Build on personal comments to reinforce the concept that tourists are visitors with the same emotional needs that we have. Continue the thought development with:

If you were a tourist here, what would you expect from your guide?

CONCLUSION: A guide must see his guest as an individual who has understandable needs. The guide must also be aware of his responsibility in maintaining control.

SKILL: Understanding Tourism

OBJECTIVE: Identifying various needs of sport fishermen and areas of potential problems

METHOD : Question and Discussion

Although tourists are individuals, their interests can be categorized. Ask the guides to list the areas of interest and problems of various fishermen. Some of the suggestions should include:

- (a) The "trophy" fisherman. In general, this category represents someone who has a great deal of fishing experience. Normally he can exhibit perseverance and patience in order to get the "big one". Potential difficulties can arise from a demand for longer than normal fishing hours.
- (b) The "quantity" fisherman. A "numbers" representative interested in catching large amounts of fish. Some even keep score with other guests in a competition to see who can catch the most. At times money may even be riding on the outcome. A potential difficulty is the possibility of over-limit or damaged fish by poor catch and release methods.
- (c) The "tourist" fisherman. This representative is not as demanding of fishing experience, but would rather involve all aspects of his trip into a learning experience. A potential difficulty arises if the guide doesn't have much to offer in information or conversation.
- (d) The "beginner" fisherman. This person may be new to the area or fish species. He will rely heavily on the guide for advice. Potential difficulties can arise in areas of safety or in areas where he suspects the guide's knowledge is not complete.

Have the guides relate personal accounts of various fishermen they have met. Try to discover areas of difficulty in dealing with guests.

CONCLUSION: The guide must be aware of needs and potential problems concerning his guest.

SKILL: Understanding Tourism

OBJECTIVE: Becoming Aware of the Role of Tourism in the Economy of the North

METHOD : Discussion
(Optional: Guest Speaker Economic Development and Tourism)

Drawing upon ideas from the guides, create a list of industries which contribute to the economy of the North. Depending on the location of the course, the perceived importance of each category will vary; however, the collected views should contain at least the following:

| | |
|--------------------------------|---------------|
| mining | trapping |
| oil revenues | tourism |
| forestry products | manufacturing |
| commercial hunting and fishing | |
| sport hunting and fishing | |

Once the list is compiled, have the guides suggest a ranking in relation to income generated. Tourism is one of the top three producers. Growth patterns in tourism and fluctuations in the other categories point to the future potential of tourism.

* OPTIONAL TREATMENT: If possible, a guest speaker from Economic Development and Tourism could present particulars about the growth potential of the specific area.

CONCLUSION: Tourism is big business. Presently it is one of the three largest revenue producers and it has dramatic potential for growth.

SKILL: Understanding Tourism
 OBJECTIVE: Economics of Tourism
 METHOD : Discussion

Often tourism is regarded as being simply seasonal in the North. Even with this short duration, the impact of tourism is large and growing.

From the results of a 1983 study "An Evaluation of the Impact of Summer Tourism on N.W.T. Businesses" these, findings emerge:

Tourism accounted for:

- 1,500 full time jobs for NWT residents;
- 2,200 part time jobs for NWT residents;
- 800 full or part time jobs by non-residents;
- an impact level of 40% on continuing business;
- a gross** cash flow in tourism related business of \$46 million;

In so far as growth potential, compare the following Ontario Tourism figures for 1986. Tourism accounted for:

- 15,000 direct jobs;
- gross sales exceeding \$300 million;
- a total economic impact of more than \$1 billion.

CONCLUSION: Tourism has the potential for growth in the North.

SKILL: Understanding Tourism
OBJECTIVE: Industry Involvements
ITEMS REQUIRED: Video "TravelArctic Show"
OPTIONAL TREATMENT: Representative of TIA to discuss the industry's role in tourism
METHOD : Display (Video) and Lecture

In order to show the guides how the industry of tourism operates, relate a map of the NWT to the various tourism zones.

The Tourism Industry Association is made up of the following:

- Big River Travel Association;
- Northern Frontier Visitors Association;
- Western Arctic Visitors Association;
- Keewatin Tourism Association;
- Baffin Tourism Association;
- Arctic Coast Tourism Association.

The functions of these associations include:

- providing access to funding for tourism development;
- providing a forum for discussion and resolution of issues;
- providing co-operative advertising;
- providing access to marketing information;
- carrying out public relations activities;
- recommending training needs and workshops;
- acting as a lobby group to call attention to issues;
- replying to requests for zone information;
- encouraging travel to the North.

Some of the financial support comes from members and that represents another cost factor in tourism.

CONCLUSION: There are many aspects of the tourism industry that contribute to its growth potential.

SKILL : Understanding Tourism

OBJECTIVE: An examination of lodges and their role in the economy

METHOD : Lecture and Discussion

NOTE : The following information is expanded upon in "Regional Income Analysis of Northwest Territories Fishing Lodges" by D. Topolniski, 1982

In 1980, 41 lodges were operating in the NWT.
In 1987, 54 lodges were operating in the NWT.

| | |
|---------------------------------|---------------------|
| Their reported gross sales were | \$6,994,000.00 |
| and their expenses were | <u>6,822,000.00</u> |

for a total income of: \$ 172,000.00

NOTE : This can be examined in depth during Module A Unit 3 "Business Concepts".

The direct impact of lodge operation yields:

direct employment of 246 person years;
direct wages, profits and rents of \$4,692,000.00.

Associated spin-off values resulted in a further \$2.3 million.

Other facts that merit discussion:

In 1980, 15,124 angling licenses were issued. These anglers retained an estimated 228,580 fish.

Lodge guests: 76% USA, 19% Provinces, 1% other.

Between 1975 and 1980 business increased 35%.

One of the major expenses reported was transportation, which accounted for approximately 40% of the trip cost.

Presently, lodge numbers have increased. (See following pages for names, locations and map description.) For a comparison figure, Ontario lists over 1,400 lodges.

CONCLUSION: Fishing lodges play a significant role in the economy of tourism.

FORT SMITH REGION

| | | | | |
|------------------------------------|------------|--------------|-----|---|
| Great Slave Lake Lodge | 62'36' | 111'31' | 75L | |
| Trophy Lodge | 62'43' | 109' 10' | 75K | |
| Frontier Fishing Lodge | 62'25' | 110' 42' | 75L | |
| Indian Mountain Fishing Lodge | 62'56' 30" | 110' 41' | 7 5 | L |
| Lynx Tundra Camp | 62'27' | 106' 17' | 75J | |
| Mackay Lake Lodge | 63'51' | 110' 35' | 75M | |
| Rutledge Lake Lodge E | 61'35' 20" | 110' 45' 30" | 75E | |
| Rutledge Lake Lodge W | 61'42' | 110' 40' | 75E | |
| Pilot Lake Cabins | 60'17'30" | 110' 57' | 75D | |
| Nonacho Lake Camp #1 | 61'44' | 109' 37' | 75F | |
| Jim Harrison's Northern Outpost | 61'47' | 109' 17' | 75F | |
| Hanging Ice Fishing & Outpost Camp | 60'03' 30" | 110'19'30" | 75D | |
| Hawke Roost Outpost Camp (OP) | 61'22' | 110' 19' | 75E | |
| Lady Grey Lake Outfitters | 60'54' | 110' 32' | 75D | |
| Thuban Lake Lodge | 61'31' | 110' 46' | 75E | |
| Stagg Lake Lodge | 62'53' | 115' 32' | 85J | |
| Prelude Lake Lodge | 62'34' | 110' 59' | 85I | |
| Namushka Lodge | 62'25' | 113' 21' | 8 5 | 1 |
| Hearne Lake Lodge | 62'20' | 113' 05' | 85I | |
| Yellowknife Lodge | 62'53' | 113' 52' | 85I | |
| Blachford Lake Lodge | 62'11' | 112' 41' | 85I | |
| Katimavik Lodge | 63'05' 40" | 113' 08' | 85P | |
| Buckham Lake Tent Camp | 62'15' | 112' 40' | 85I | |
| Watta Lake Lodge | 62'17' | 113' 07' | 85I | |
| Brabant Lodge | 61'03' | 116' 35' | 8 5 | C |
| Deegahni Lake Camp | 60'17' | 119' 05' | 85D | |
| Arctic Circle Lodge | 66'21' | 117' 45' | 86K | |
| Gove's Cove (OP) | 66'20' | 119' 49' | 86L | |
| Appleby Point Outpost Camp (OP) | 66'30' | 118' 10' | 86L | |
| Kendall River Outpost Camp (OP) | 67'07' | 116' 09' | 86N | |
| Melville Creek Outpost Camp (OP) | 67'12' | 115' 40' | 86O | |
| Branson's Lodge | 66'04' | 117' 54' | 86K | |
| Kugaryuak River Outpost (OP) | 67'42' | 113' 17' 30" | 86P | |
| Katseyedie River Outpost (OP) | 66'42' 20" | 119' 42' 30" | 86L | |
| Great Bear Lodge | 65'43' | 118' 55' | 86E | |
| Neiland Bay Outpost (OP) | 65'41' | 119' 36' | 86E | |
| Trout Lake Lodge | 60'29' 30" | 121' 10' 15" | 9 5 | A |
| Explorers Club | 65'35' 20" | 120' 02' | 96H | |
| Qimmiit Ledge | 61'36' | 115' 38' | 85G | |
| Whitewood Lodge | 60'37' | 109' 52' | 75C | |
| Drybones Camp | 63'29' | 112' 29' | 85P | |
| North Star Resort | 61'00' | 110' 07' | 75D | |

SKILL : Understanding Tourism
 OBJECTIVE: Examining the Potential For Growth
 METHOD : Lecture and Discussion

In order to examine growth patterns, definitions of tourism facilities are needed:

Hotels and Motels - these are usually located in communities. They provide accommodation for all types of travelers and operate all year round. Tourist homes are considered to belong in this category.

* Have the guides name establishments they are familiar with in each category.

Lodges - sport fishing and naturalist oriented. These are normally located outside of communities operate in the summer and usually cater to sport fishing. The lodge is defined as having a permanent site and buildings.

outposts - create alternate accommodation and recreation areas from the main lodge. They are not usually considered as separate establishments, but rather an extension of the lodge, so are not included in inventories.

Outfitters - at this point includes only sport fishing outfitters and general touring outfitters. The inventory does not include hunting outfitters, guide-only services or local community tours. An outfitter provides equipment, transportation, food and guiding within a specific area. The outfitter does not provide permanent sites or buildings. The reason hunting outfitters are not included in the inventory is that types, zones and ownership are too complicated to be easily handled (eg: MacKenzie Mountains).

From 1975 to 1987 the following growth occurred:

| | | |
|------------|-----------------|---|
| Hotels | 82% increase) | Explain the difference in growth patterns referring to the following tables |
| Lodges | 35% increase) | |
| Outfitters | 630% increase) | |

TABLE 1

NUMBER OF FACILITIES
By Type, 1975 through 1987

| Year | Type of Business | Hotels and Motels | Lodges | Outfitters | TOTALS |
|------|------------------|-------------------|--------|------------|--------|
| 1987 | | 71 | 54 | 82 | 207 |
| 1986 | | 72 | 54 | 85 | 211 |
| 1985 | | 66 | 51 | 80 | 197 |
| 1984 | | 63 | 51 | 62 | 176 |
| 1983 | | 48 | 47 | 29 | 124 |
| 1982 | | 48 | 50 | 28 | 126 |
| 1981 | | 48 | 53 | 31 | 132 |
| 1980 | | 49 | 49 | 27 | 125 |
| 1979 | | 49 | 47 | 23 | 119 |
| 1978 | | 48 | 48 | 19 | 115 |
| 1977 | | 42 | 43 | 20 | 105 |
| 1976 | | 44 | 38 | 19 | 101 |
| 1975 | | 39 | 40 | 13 | 92 |

TABLE 2

NUMBER OF FACILITIES
By Type, By Destination Zone
1978 versus 1987

| Zone | Facility Year | Hotels and Motels | | Lodges | | Outfitters | | TOTAL: | |
|------|-------------------|-------------------|------|--------|------|------------|------|--------|------|
| | | 1987 | 1978 | 1987 | 1978 | 1987 | 1978 | 1987 | 1978 |
| | Big River | 16 | 15 | 11 | 10 | 12 | 5 | 39 | : |
| | Northern Frontier | 10 | 6 | 19 | 19 | 17 | 3 | 46 | |
| | Western Arctic | 14 | 10 | 6 | 3 | 9 | 3 | 29 | |
| | Keewatin | 10 | 4 | 12 | 10 | 13 | 3 | 35 | |
| | Arctic Coast | 6 | 4 | 3 | 4 | 7 | 0 | 16 | |
| | Baffin | 15 | 9 | 3 | 2 | 24 | 5 | 42 | |
| | TOTALS | 71 | 48 | 54 | 48 | 82 | 19 | 207 | |

POINTS FOR DISCUSSION:

1. Why do lodges show the least growth?
2. Why do outfitters show the greatest increase?
3. Is the outfitter number greater than what is recorded?
4. Why would Baffin show the greatest outfitter increase?
5. What improvements have occurred that are not taken into consideration?
6. Can this growth rate continue?

POTENTIAL RESPONSES:

1. great financial costs to establish a lodge
difficulty in finding suitable areas
not all filled to capacity
land claims uncertainty
2. least financial commitment
ease of entry
variety of service
mobility factor
3. Yes, hotels and lodges stay year after year but outfitters can drop out and new ones enter.

many hunting outfitters and many tour outfitters not accounted for
4. Baffin is new in tourism
no old established lodges
costs of lodge building
5. many additions and improvements to lodges and hotels
improvements in outfitter and guide quality due to courses and general awareness
6. Major expenditures have flattened, guides and outfitters increase at a slower steady growth.

CONCLUSION: The potential for growth has been realized and will continue to be a factor in tourism.

MODULE A

UNIT TWO: UNDERSTANDING COMPETITION

- LESSON 1: Business and competition
- LESSON 2: International competition
- LESSON 3: Canadian competition
- LESSON 4: **N.W.T.** competition
- LESSON 5: Resource pressure
- LESSON 6: Consumptive vs. non-consumptive activities

SKILL : Understanding Competition
OBJECTIVE: Examination of Business and Competition
METHOD : Lecture

What is competition?

In order to make this concept clear, the guides can be asked if they have ever competed in anything. Some potential responses could include:

baseball games;
hand games;
other sports or races.

From this the concept of "striving to win" is evolved. Business, too, has to deal with competition.

Is this good or bad?

Competition can be seen as a force that motivates the best to rise to the top. In business it promotes fairness and excellence (relate how the Co-op and the Bay compete).

Competition also limits excessive profits, since pricing is a method of competition.

Draw parallels between business and sports to show how competition forces clear thinking.

In tourism in the NWT - what is our competition?

A list can be compiled of various tourism activities offered elsewhere to underscore the vast amount of competition involved.

CONCLUSION: Competition is a necessary component of business.

SKILL : Understanding Competition

OBJECTIVE: An Awareness of the Competition in Tourism
(International)

ITEMS REQUIRED: Brochures and Magazines that depict fishing
oriented tourism world wide

METHOD : Display, Lecture and Discussion

Distribute brochures and magazines that show international
fishing areas. These should include:

various US fishing lodges and attractions;
Australian and New Zealand offerings;
European offerings;
Caribbean offerings.

A list of facilities and prices should be drawn up - include
transportation.

In discussion, compare the attractions available international
with those available in the NWT.

How do we stack up?

Why should a tourism choose the NWT?

What must the guide be willing to do to promote tourism?

CONCLUSION: International competition is a force to conte!
with in the NWT.

SKILL : Understanding Competition

OBJECTIVE: Canadian Competition

ITEMS REQUIRED: Brochures and Magazines Showing Canadian
Fishing Areas

METHOD : Display, Lecture and Discussion

Distribute brochures and magazines that show Canadian fishing areas. These should include:

East and West coast salmon fishing;
Great Lakes charters;
fly-in lodges (Ontario, Manitoba, Quebec);
stream fishing (BC, Alberta, Newfoundland);
ocean fishing (East coast).

Make a comparison with international and NWT offerings.

CONCLUSION: Competition from Canadian operators influences the tourism market of the NWT.



SKILL: Understanding Competition

OBJECTIVE: NWT Competition

ITEMS REQUIRED: NWT Explorers Guide, Various Brochures of NWT
Lodges, Lodge List (See A, 1, 6) and Lodge
Numbers (A, 1, 7), Outfitters List

METHOD : Display and Discussion

Using the Explorers Guide, have the guides locate their zone and read the lodges and outfitters listed. Compare these to other zones.

Why would a tourist choose this zone?

What is here that is special?

How can the guide influence the tourist?

How does all this competition affect the local lodge owner or outfitter?

CONCLUSION: In the midst of all the competition, the guide's role is very important to promote satisfactory tourism.

SKILL : Competition and Resources

OBJECTIVE: Understanding the Pressure on the Resource

METHOD : Discussion

Begin the lesson with the question: "Why would a fisherman (tourist) come to this place? The responses should include:

because there are lots of fish;
because there are big fish.

Show how pressures evolve in trying to please the client or b at the competition that can result in the depletion of the resource (* Use role play if necessary to emphasize this point.)

Creation of a Bad Cycle:

1. Lots of fish/lots of big fish
2. Lots of tourists
3. Lots of business and employment
4. Lots of (big) fish caught
5. Numbers of fish decline/big fish become rare
6. Numbers of tourists decline
7. Poor business - no employment

What are some things a guide can do to stop this bad cycle and make it work properly for **himself and** his children and the fish?

(* Elaborate the following points: 1 and 2 are contained in Unit 4, Lesson 4, while 3 follows in Lesson 6.)

1. Be aware that the resource must be managed.
2. Protect the resource (limits and catch and release).
3. Promotion of some non-consumptive activities.

CONCLUSION: The resource is a promise to the future and it must be managed properly.

SKILL: Competition and Resources

OBJECTIVE: Examining Consumptive vs. Non-Consumptive Activities

METHOD : Discussion

Structure a list to reveal the differences between renewable and non-renewable resources. For example, once a mineral is mined, it is gone forever, but wildlife and fish resources can be managed to renew themselves.

However this can be a lengthy process. (Ask the guides to estimate the age of a 35 pound Lake Trout from the NWT . . . answer, approximately 50 years or more!)

Use this learning step to introduce the necessity of catch and release fishing. (This is covered in detail in Module B, Unit 2.)

Show how returning the fish unharmed relates to non-consumptive tourism activities. Have the guides list other non-consumptive activities. The suggestions should include:

- photography;
- hiking;
- boating.

Through discussion, the guides will become aware of the perpetual nature of the commodities involved in tourism.

CONCLUSION: The guide has the ability to control the activities of the tourist so that maximum satisfaction is achieved with minimum impact on the resources.

MODULE A

UNIT THREE: BUSINESS CONCEPTS

- LESSON 1: Promotion
- LESSON 2: Marketing
- LESSON 3: The profit motive
- LESSON 4: Cash flow
- LESSON 5: Contracts

SKILL: Promotion and Marketing

OBJECTIVE: Understanding Promotion

ITEMS REQUIRED: Business Cards, Brochures and Various
Advertisements in Magazines

METHOD : Question and Discussion

"What is Promotion?" This is an activity in which a person makes others aware of what he has to offer. For example, you've built a lodge or started an outfitting business - now how will people know it exists and what will make them want to come up there.

Styles of Promotion

1. "Word of Mouth" - this is the most effective and least expensive. Someone who likes your service wants to come back and he tells others so they will come too.
2. Unpaid Promoters - if someone enjoys your business and is willing to convince others to try it, you might offer him a free stay if he brings a certain number of paying guests with him. In other words, rather than pay for his services, you give a discount group rate that benefits him.
3. Professional Promoters - you can hire a person to seek out customers for you. His services will cost either a percentage of the sold bookings or a fixed fee.
4. Sportsman' Shows - these shows are held in the "off months" in various big city locations. Thousands of people attend these shows and "shop around" for an interesting fishing experience. Hundreds of competing lodges and outfitters attend with their displays. This can be productive, but expensive.
5. Advertising - there are several means of advertising and these can vary greatly in cost:
 - business cards
 - brochures
 - magazine ads
 - videos
 - promotional TV shows
 - fixed advertising displays
 - magazine stories

Ultimately, the best promotion is the service of the guide. He ensures the client wants to return and the newcomer is impressed by the service he receives.

CONCLUSION: Promotion is a necessary part of the tourism enterprise and adds directly to the involved costs.

SKILL: Promotion and Marketing
 OBJECTIVE: Understanding Marketing
 ITEMS REQUIRED: Map of Canada and United States
 METHOD : Discussion

Several surveys are available to discover the origin of NWT non-resident fishermen. One method to judge this would be to use information available from fishing licenses.

From 1980 figures these distributions apply:

| <u>Non-Resident Canadians</u> | <u>Non-Resident Americans</u> |
|-------------------------------|-------------------------------|
| Yukon 15 | New England 108 |
| BC 351 | Mid Atlantic 185 |
| Alberta 1,558 | East North Central 1,225 |
| Saskatchewan 306 | West North Central 1,370 |
| Manitoba 733 | Mountain 385 |
| Ontario 1,054 | Pacific 609 |
| Quebec 92 | South Atlantic 116 |
| Maritimes 153 | South Central 462 |
| | Alaska 8 |
| TOTAL : 4,262 | TOTAL : 4,468 |

NOTE : State groupings of this list describe East North Central as Wisconsin, Michigan, Ohio, Indiana, Illinois; while West North Central includes: Dakota, Minnesota, Iowa, Nebraska, Kansas and Missouri

Ask the guides to list home areas of visitors they have known. Locate these and the larger participants home areas on the map.

- Question 1: "Why do the visitors come from specific areas?"
- Question 2: "What would this tell you if you were about to advertise?"
- Question 3: "If you were a lodge owner, how would you use this information?"

CONCLUSION: Advertising is costly and must be directed at productive markets.

SKILL: Business Concepts
OBJECTIVES: Understanding the Profit Motive
METHOD : Lecture

As a review, define the following terms and give examples:

- expense;
- income;
- profit;
- loss;
- capital cost;
- tax;
- amortization.

Show how profit is affected if:

(a) **income** - increases/decreases;
(b) **expenses** - increase/decrease.

Make a list of capital cost items that would be encountered in starting a lodge. Discuss possible cost figures.

Show how this figure can earn an income without risk simply by gathering interest in a bank.

What risks are involved in running a lodge?

What type of work is required?

If this was his own business, how much of a return would he expect?

Example - Case Study

One lodge owner grossed one million dollars. After expenses, his profit was \$1,200.00. What could be some of his problems?

CONCLUSION: In order for a business to survive, it must produce a satisfactory profit.

SKILL: Business Concepts
OBJECTIVE: Understanding Cash Flow
ITEMS REQUIRED: Cash Flow Chart (slide or transparency)
METHOD : Discussion and Lecture

Some guides may question the relationship between the guest's payment to the lodge and the portion they receive as wages.

1. **Have** the guides list the items they spend money on.
2. **Create** a list of expenses the lodge owner has.
3. **Show** the similarity between income and expenses (cash flow).

Use the cash flow diagram to show how money entering the lodge is distributed through wages and other expenses into the economy of the NWT.

Alternative Method:

Have the guide pretend he is the lodge owner. Have him list all expenses and wages (use a small example, a specific two man party as income source) . Examine the relationship between profit and wages as an expense. Show how income (package price) is influenced by competition, eg: "Why not increase your price?". Refer to competition in the area and elsewhere. (See Module A, Unit 2, Lesson 1 - 4.)

CONCLUSION: Cash flow is generated by business and affects the economy of the NWT (refer also to A-1-4).

INTRODUCTION :

The intent of the Level II Sport Fishing Guide course is to produce a skill-level which will promote a high degree of client satisfaction. In this way, knowledgeable guides, confident in their fishing ability and their skills of locating, processing or releasing fish, will present a professional image. Safety, professional competence and hospitality awareness relate the parts needed for the continuing promotion of tourism.

Previous learning and skills presented in the prerequisite Level I Guide Development Program will receive necessary reinforcement. Depending upon feedback from the candidates, the instructor will use his discretion regarding the amount of reinforcement required in the overlap areas.

During the three-week duration, the guide-candidate will be exposed to a broad range of skills. Ideally, this will occur in both a lodge-based and a fish-camp based operation. The first and third week of the course can be delivered from a lodge base, while the central week involves the on-the-land considerations including camp set-up and cooking.

Sequencing of material is flexible within the needed parameters of preparation for the central week. Since the expected attention-span of the candidates can be best served by rapid topic transition, the instructor is encouraged to vary presentation style and activities in order to maintain a high interest level. The use of video equipment during role play ensures active student participation as well as allowing the guides to evaluate their own performance. A balanced inter-action of theory, hands-on application and audio-visual presentations are most successful in achieving the goals of the course. The student's proficiency is observed in his demonstration of the learned skill.

SCHEDULE OF LESSONS

The course is designed so that generally each lesson is self-contained unit which can be used at any particular time. This allows the instructor great freedom in adapting on-going conditions to a suitable lesson.

Although the lesson plans flow smoothly in a start-to-finish **sequence**, it is not intended that they be taught in this way. The necessity of rapid change of topic could be required because of short attention spans or other situational demands.

However, it is best to regard the course as consisting three separate time divisions. The central division is the **practical on-the-land exercise**. In this week all the pertinent lessons should be dealt with. This would include:

- Consideration for campsites
- Consideration for shore lunch sites
- Organization of the campsite
- Sanitation, hygiene and cleanliness procedures
- Wilderness cooking
- First-aid
- Boat handling
- Fishing expertise
- Fish cleaning and packing
- Catch and release
- Navigation
- Photography

The week prior to this outdoor activity would include all the introductory material and all the lessons governing the preparation of the tourism exercise. These would include:

- all registration and administrative details
- introduction and synopsis of the course
- the elements concerning tourism, competition and the community's involvement
- tourism expenditures and cash flow
- safety considerations

- various resource materials showing hypothermia and cold water near drowning resuscitation
- planning the event
- Check list development - grub box contents
- Confirmation of requirements
- the menu plan - costing of the shopping list
- proper travel procedures
- client preparation
- Theory on boating and fishing

The final week begins with a review of the on-the-land exercise. Get the students' comments on problems which arose. Use this as a training session to de-bug their tourism attempts. Have the guides cost out the event. This leads into the pricing and business concepts contained in the course. This week should concern itself with:

- review of the trip (comments)
- costing of an entire tourism experience
- tour schedule, equipment costing, advertising
- guest speakers: Tourism (tourism potentials of the area); RCMP (boating regulations); Wildlife (regulations) ; Fisheries (regulations).
- photography, technical considerations, and how to use photos for advertising
- Promotion and advertising
- Marketing concepts

Ultimately, each applicable lesson will be covered in the duration of the course. However, there is a great deal of flexibility to allow a maximum of instructor freedom for the timing of the lesson selection. The broad guidelines given regarding the scheduling of lessons show the basic format of the training experience. The end will justify the means.

RESOURCE MATERIALS LEVEL 2 SPORT FISHING

Since the basis of the course pivots on a "hands-on" approach, some of the required material may have a short life-span. Rods , reels and accessories are prone to damage in transportation as well as in-use wear. With this in mind, a back-up of extra equipment is recommended beyond the minimums suggested in the following. These lists can also serve as course inventory controls.

COURSE HARDWARE

| <u>NUMBER</u> | <u>REQ'D</u> | <u>ITEM</u> |
|---------------|--------------|---|
| 1 | | Fly Fishing Rod |
| 1 | | Fly Fishing Reel |
| 1 | | Fly Fishing Line |
| 2 | | Fly Fishing Leader |
| 2 | each | Flies (Black gnat, Stone Fly, Dark Cahill, Quill Gordon, Black Ant, Gray Hackle |
| 1 | | Spin Fishing Rod |
| 1 | each | Spin Fishing Reel (open faced/closed face) |
| 1 | | monofilament line (300 yds. 10# test) |
| 10 | | snap swivels |
| 10 | | wire leaders |
| 1 | | Bait casting rod |
| 1 | | Bait casting reel |
| 1 | | monofilament line (300 yds. 15# test) |
| 1 | | Trolling rod |
| 1 | | Trolling reel and line |
| 2 | each | <u>Jigs</u> : bucktail jig, Mr. Twister, Spinner baits, Marabou jig, Mr. Mean |
| 2 | each | <u>Spinners</u> : Mepps, Panther Martin, Blue Fox Vibrax, Assorted Rooster-tail types |
| 2 | each | <u>Spoons</u> : Daredevle, Doctor Spoon, 5 of Diamonds, Red eye Silver Minnow, Halfwave, Pixie Spoon, Little Cleo, Williams Wobbler, Sutton Spoon, Northern Nailer |
| 2 | each | <u>Plugs</u> : Hula Popper, Shad Rap, Fat Rap, (solid & jointed) Rebel series, Deep Wee R, Flatfish, Canadian Wiggler, J Plug, Lazy Ike Fish Lure (Dr. Juice) Hook Hone Landing nets |

COURSE HARDWARE CONTINUED

| <u>NUMBER</u> | <u>REQ'D</u> | <u>ITEM</u> |
|---------------|--------------|---|
| 4 | | Fillet knives |
| 4 | | Commercial Fishing knives |
| 1 | | Personal folding knife |
| 1 | | Custom knife |
| 1 | | Crock stick |
| 1 | | Sharpening stone |
| 1 | | Sharpening steel |
| 13 | | Silva compasses |
| 1 | | U-VIC Floater Jacket (instructor) |
| 1 | | C.P.R. Dummy (St. John's) |
| 1 | | Lens cleaning solution (for cameras) |
| 1 | | Lens tissue |
| 1 | | Turkey baster & tube |
| 1 | | Thread chaser |
| 1 | | Tool kit |
| 1 | | First aid kit |
| 1 | | Cooking kit |
| 1 | | Shower Bag |

TEACHING AIDS

| <u>NUMBER REQUIRED</u> | <u>ITEM</u> |
|----------------------------|--|
| 1 | Large map of Canada and U.S. |
| 1 | Cash flow transparency (or slide) |
| 1 (rein) | Catalogues - various sporting goods - knife catalogue |
| 1 | Underwater world fact sheet Guide to Freshwater Sport Fish |
| 1 | Common Diseases & Parasites of Fresh- water fish in B.C. |

COURSE HAND-OUT REQUIREMENTS

| <u>NUMBER REQUIRED</u> | <u>ITEM</u> |
|------------------------|--|
| one class set | Brochures - International fishing |
| one class set | - Canadian fishing |
| one class set | Explorers Guide |
| one class set | N.W.T. Fishing Guide (Current) |
| 4 | Maps - Lake Hydrographic |
| 8 | Maps - Topographic 1:125,000 |
| 1 | Maps - W.A.C. chart |
| one class set | Safe Boating Guide Alert Boaters Kit |
| one class set | Hand out sheets (contracts, articles menulists) |

AUDIO-VISUAL AIDS

| | |
|--------------------|---|
| Video equipment | -VCR (VHS mode portable) -camera -batteries & charger & A.C.adapter |
| Sonar | -Portable Fish locator & accessories -PH meter |
| Video | -High-tech fishing equipment -Catch and Release -Group survival -Hypothermia -Near drowning |
| Cameras | -(1) 35 MM S.L.R. -(1) Polaroid Camera |
| Slide Presentation | -Event administration |

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MODULE A

UNIT ONE: UNDERSTANDING TOURISM

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- LESSON 3: The Role of Tourism
- LESSON 4: Economics of Tourism
- LESSON 5: Industry Involvements
- LESSON 6: The role of the fishing Lodge
- LESSON 7: Growth potential

SKILL: Understanding Tourism
OBJECTIVE: Seeing the Tourist as an Individual
METHOD : Question and Discussion

Although tourists can be grouped into interest categories, it is essential that the guide views each tourist as an individual. In attempting to get to know his client the guide will become aware of the specific mix of experience and expectation that forms the make up of his guest. It is also important that the guide not be intimidated by the tourist, since this can form the basis of a potentially dangerous situation. (See also Module B, Unit 5 "Safety".)

The following questions form the framework for discussion:

What is a tourist?
How does he differ from us?

If the responses are stereo-typic, break the trend by asking:

Has anyone here been a tourist?
How did you feel when you went to a strange place?
How did you wish to be treated?

Build on personal comments to reinforce the concept that tourists are visitors with the same emotional needs that we have. Continue the thought development with:

If you were a tourist here, what would you expect from your guide?

CONCLUSION: A guide must see his guest as an individual who has understandable needs. The guide must also be aware of his responsibility in maintaining control.

SKILL: Understanding Tourism

OBJECTIVE: Identifying various needs of sport fishermen and areas of potential problems

METHOD : Question and Discussion

Although tourists are individuals, their interests can be categorized. Ask the guides to list the areas of interest and problems of various fishermen. Some of the suggestions should include:

- (a) The "trophy" fisherman. In general, this category represents someone who has a great deal of fishing experience. Normally he can exhibit perseverance and patience in order to get the "big one". Potential difficulties can arise from a demand for longer than normal fishing hours.
- (b) The "quantity" fisherman. A "numbers" representative interested in catching large amounts of fish. Some even keep score with other guests in a competition to see who can catch the most. At times money may even be riding on the outcome. A potential difficulty is the possibility of over-limit or damaged fish by poor catch and release methods.
- (c) The "tourist" fisherman. This representative is not as demanding of fishing experience, but would rather involve all aspects of his trip into a learning experience. A potential difficulty arises if the guide doesn't have much to offer in information or conversation.
- (d) The "beginner" fisherman. This person may be new to the area or fish species. He will rely heavily on the guide for advice. Potential difficulties can arise in areas of safety or in areas where he suspects the guide's knowledge is not complete.

Have the guides relate personal accounts of various fishermen they have met. Try to discover areas of difficulty in dealing with guests.

CONCLUSION: The guide must be aware of needs and potential problems concerning his guest.

SKILL: Understanding Tourism

OBJECTIVE: Becoming Aware of the Role of Tourism in the Economy of the North

METHOD : Discussion
(Optional: Guest Speaker Economic Development and Tourism)

Drawing upon ideas from the guides, create a list of industries which contribute to the economy of the North. Depending on the location of the course, the perceived importance of each category will vary; however, the collected views should contain at least the following:

| | |
|--------------------------------|---------------|
| mining | trapping |
| oil revenues | tourism |
| forestry products | manufacturing |
| commercial hunting and fishing | |
| sport hunting and fishing | |

Once the list is compiled, have the guides suggest a ranking in relation to income generated. Tourism is one of the top three producers. Growth patterns in tourism and fluctuations in the other categories point to the future potential of tourism.

* OPTIONAL TREATMENT: If possible, a guest speaker from Economic Development and Tourism could present particulars about the growth potential of the specific area.

CONCLUSION: Tourism is big business. Presently it is one of the three largest revenue producers and it has dramatic potential for growth.

SKILL: Understanding Tourism
OBJECTIVE: Economics of Tourism
METHOD : Discussion

Often tourism is regarded as being simply seasonal in the North. Even with this short duration, the impact of tourism is large and growing.

From the results of a 1983 study "An Evaluation of the Impact of Summer Tourism on N.W.T. Businesses" these, findings emerge:

Tourism accounted for:

- 1,500 full time jobs for NWT residents;
- 2,200 part time jobs for NWT residents;
- 800 full or part time jobs by non-residents;
- an impact level of 40% on continuing business;
- a gross cash flow in tourism related business of \$46 million;**

In so far as growth potential, compare the following Ontario Tourism figures for 1986. Tourism accounted for:

- 15,000 direct jobs;
- gross sales exceeding \$300 million;
- a total economic impact of more than \$1 billion.

CONCLUSION: Tourism has the potential for growth in the North.

SKILL: Understanding Tourism
OBJECTIVE: Industry Involvements
ITEMS REQUIRED: Video "TravelArctic Show"
OPTIONAL TREATMENT: Representative of TIA to discuss the industry's role in tourism
METHOD : Display (Video) and Lecture

In order to show the guides how the industry of tourism operates, relate a map of the NWT to the various tourism zones.

The Tourism Industry Association is made up of the following:

- Big River Travel Association;
- Northern Frontier Visitors Association;
- Western Arctic Visitors Association;
- Keewatin Tourism Association;
- Baffin Tourism Association;
- Arctic Coast Tourism Association.

The functions of these associations include:

- providing access to funding for tourism development;
- providing a forum for discussion and resolution of issues;
- providing co-operative advertising;
- providing access to marketing information;
- carrying out public relations activities;
- recommending training needs and workshops;
- acting as a lobby group to call attention to issues;
- replying to requests for zone information;
- encouraging travel to the North.

Some of the financial support comes from members and that represents another cost factor in tourism.

CONCLUSION: There are many aspects of the tourism industry that contribute to its growth potential.

SKILL : Understanding Tourism

OBJECTIVE: An examination of lodges and their role in the economy

METHOD : Lecture and Discussion

NOTE : The following information is expanded upon in "Regional Income Analysis of Northwest Territories Fishing Lodges" by D. Topolniski, 1982

In 1980, 41 lodges were operating in the NWT.
 In 1987, 54 lodges were operating in the NWT.

| | |
|---------------------------------|---------------------|
| Their reported gross sales were | \$6,994,000.00 |
| and their expenses were | <u>6,822,000.00</u> |

for a total income of: \$ 172,000.00

NOTE : This can be examined in depth during Module A Unit 3 "Business Concepts".

The direct impact of lodge operation yields:

direct employment of 246 person years;
 direct wages, profits and rents of \$4,692,000.00.

Associated spin-off values resulted in a further \$2.3 million.

Other facts that merit discussion:

In 1980, 15,124 angling licenses were issued. These anglers retained an estimated 228,580 fish.

Lodge guests: 76% USA, 19% Provinces, 1% other.

Between 1975 and 1980 business increased 35%.

One of the major expenses reported was transportation, which accounted for approximately 40% of the trip cost.

Presently, lodge numbers have increased. (See following pages for names, locations and map description.) For a comparison figure, Ontario lists over 1,400 lodges.

CONCLUSION: Fishing lodges play a significant role in the economy of tourism.

FORT SMITH REGION

| | | | | |
|------------------------------------|------------|--------------|-----|---|
| Great Slave Lake Lodge | 62'36' | 111'31' | 75L | |
| Trophy Lodge | 62'43' | 109' 10' | 75K | |
| Frontier Fishing Lodge | 62'25' | 110' 42' | 75L | |
| Indian Mountain Fishing Lodge | 62'56' 30" | 110' 41' | 7 5 | L |
| Lynx Tundra Camp | 62'27' | 106' 17' | 75J | |
| Mackay Lake Lodge | 63'51' | 110' 35' | 75M | |
| Rutledge Lake Lodge E | 61'35' 20" | 110' 45' 30" | 75E | |
| Rutledge Lake Lodge W | 61'42' | 110' 40' | 75E | |
| Pilot Lake Cabins | 60'17'30" | 110' 57' | 75D | |
| Nonacho Lake Camp #1 | 61'44' | 109' 37' | 75F | |
| Jim Harrison's Northern Outpost | 61'47' | 109' 17' | 75F | |
| Hanging Ice Fishing & Outpost Camp | 60'03' 30" | 110'19'30" | 75D | |
| Hawke Roost Outpost Camp (OP) | 61'22' | 110' 19' | 75E | |
| Lady Grey Lake Outfitters | 60'54' | 110' 32' | 75D | |
| Thuban Lake Lodge | 61'31' | 110' 46' | 75E | |
| Stagg Lake Lodge | 62'53' | 115' 32' | 85J | |
| Prelude Lake Lodge | 62'34' | 110' 59' | 85I | |
| Namushka Lodge | 62'25' | 113' 21' | 8 5 | 1 |
| Hearne Lake Lodge | 62'20' | 113' 05' | 85I | |
| Yellowknife Lodge | 62'53' | 113' 52' | 85I | |
| Blachford Lake Lodge | 62'11' | 112' 41' | 85I | |
| Katimavik Lodge | 63'05' 40" | 113' 08' | 85P | |
| Buckham Lake Tent Camp | 62'15' | 112' 40' | 85I | |
| Watta Lake Lodge | 62'17' | 113' 07' | 85I | |
| Brabant Lodge | 61'03' | 116' 35' | 8 5 | C |
| Deegahni Lake Camp | 60'17' | 119' 05' | 85D | |
| Arctic Circle Lodge | 66'21' | 117' 45' | 86K | |
| Gove's Cove (OP) | 66'20' | 119' 49' | 86L | |
| Appleby Point Outpost Camp (OP) | 66'30' | 118' 10' | 86L | |
| Kendall River Outpost Camp (OP) | 67'07' | 116' 09' | 86N | |
| Melville Creek Outpost Camp (OP) | 67'12' | 115' 40' | 86O | |
| Branson's Lodge | 66'04' | 117' 54' | 86K | |
| Kugaryuak River Outpost (OP) | 67'42' | 113' 17' 30" | 86P | |
| Katseyedie River Outpost (OP) | 66'42' 20" | 119' 42' 30" | 86L | |
| Great Bear Lodge | 65'43' | 118' 55' | 86E | |
| Neiland Bay Outpost (OP) | 65'41' | 119' 36' | 86E | |
| Trout Lake Lodge | 60'29' 30" | 121' 10' 15" | 9 5 | A |
| Explorers Club | 65'35' 20" | 120' 02' | 96H | |
| Qimmiit Ledge | 61'36' | 115' 38' | 85G | |
| Whitewood Lodge | 60'37' | 109' 52' | 75C | |
| Drybones Camp | 63'29' | 112' 29' | 85P | |
| North Star Resort | 61'00' | 110' 07' | 75D | |

SKILL : Understanding Tourism
 OBJECTIVE: Examining the Potential For Growth
 METHOD : Lecture and Discussion

In order to examine growth patterns, definitions of tourism facilities are needed:

Hotels and Motels - these are usually located in communities. They provide accommodation for all types of travelers and operate all year round. Tourist homes are considered to belong in this category.

* Have the guides name establishments they are familiar with in each category.

Lodges - sport fishing and naturalist oriented. These are normally located outside of communities operate in the summer and usually cater to sport fishing. The lodge is defined as having a permanent site and buildings.

outposts - create alternate accommodation and recreation areas from the main lodge. They are not usually considered as separate establishments, but rather an extension of the lodge, so are not included in inventories.

Outfitters - at this point includes only sport fishing outfitters and general touring outfitters. The inventory does not include hunting outfitters, guide-only services or local community tours. An outfitter provides equipment, transportation, food and guiding within a specific area. The outfitter does not provide permanent sites or buildings. The reason hunting outfitters are not included in the inventory is that types, zones and ownership are too complicated to be easily handled (eg: MacKenzie Mountains).

From 1975 to 1987 the following growth occurred:

| | | |
|------------|-----------------|---|
| Hotels | 82% increase) | Explain the difference in growth patterns referring to the following tables |
| Lodges | 35% increase) | |
| Outfitters | 630% increase) | |

TABLE 1

NUMBER OF FACILITIES
By Type, 1975 through 1987

| Year | Type of Business | Hotels and Motels | Lodges | Outfitters | TOTALS |
|------|------------------|-------------------|--------|------------|--------|
| 1987 | | 71 | 54 | 82 | 207 |
| 1986 | | 72 | 54 | 85 | 211 |
| 1985 | | 66 | 51 | 80 | 197 |
| 1984 | | 63 | 51 | 62 | 176 |
| 1983 | | 48 | 47 | 29 | 124 |
| 1982 | | 48 | 50 | 28 | 126 |
| 1981 | | 48 | 53 | 31 | 132 |
| 1980 | | 49 | 49 | 27 | 125 |
| 1979 | | 49 | 47 | 23 | 119 |
| 1978 | | 48 | 48 | 19 | 115 |
| 1977 | | 42 | 43 | 20 | 105 |
| 1976 | | 44 | 38 | 19 | 101 |
| 1975 | | 39 | 40 | 13 | 92 |

TABLE 2

NUMBER OF FACILITIES
By Type, By Destination Zone
1978 versus 1987

| Zone | Facility Year | Hotels and Motels | | Lodges | | Outfitters | | TOTAL: | |
|------|-------------------|-------------------|------|--------|------|------------|------|--------|------|
| | | 1987 | 1978 | 1987 | 1978 | 1987 | 1978 | 1987 | 1978 |
| | Big River | 16 | 15 | 11 | 10 | 12 | 5 | 39 | : |
| | Northern Frontier | 10 | 6 | 19 | 19 | 17 | 3 | 46 | |
| | Western Arctic | 14 | 10 | 6 | 3 | 9 | 3 | 29 | |
| | Keewatin | 10 | 4 | 12 | 10 | 13 | 3 | 35 | |
| | Arctic Coast | 6 | 4 | 3 | 4 | 7 | 0 | 16 | |
| | Baffin | 15 | 9 | 3 | 2 | 24 | 5 | 42 | |
| | TOTALS | 71 | 48 | 54 | 48 | 82 | 19 | 207 | |

POINTS FOR DISCUSSION:

1. Why do lodges show the least growth?
2. Why do outfitters show the greatest increase?
3. Is the outfitter number greater than what is recorded?
4. Why would Baffin show the greatest outfitter increase?
5. What improvements have occurred that are not taken into consideration?
6. Can this growth rate continue?

POTENTIAL RESPONSES:

1. great financial costs to establish a lodge
difficulty in finding suitable areas
not all filled to capacity
land claims uncertainty
2. least financial commitment
ease of entry
variety of service
mobility factor
3. Yes, hotels and lodges stay year after year but outfitters can drop out and new ones enter.

many hunting outfitters and many tour outfitters not accounted for
4. Baffin is new in tourism
no old established lodges
costs of lodge building
5. many additions and improvements to lodges and hotels
improvements in outfitter and guide quality due to courses and general awareness
6. Major expenditures have flattened, guides and outfitters increase at a slower steady growth.

CONCLUSION: The potential for growth has been realized and will continue to be a factor in tourism.

MODULE A

UNIT TWO: UNDERSTANDING COMPETITION

- LESSON 1: Business and competition
- LESSON 2: International competition
- LESSON 3: Canadian competition
- LESSON 4: **N.W.T.** competition
- LESSON 5: Resource pressure
- LESSON 6: Consumptive vs. non-consumptive activities

SKILL : Understanding Competition
OBJECTIVE: Examination of Business and Competition
METHOD : Lecture

What is competition?

In order to make this concept clear, the guides can be asked if they have ever competed in anything. Some potential responses could include:

baseball games;
hand games;
other sports or races.

From this the concept of "striving to win" is evolved. Business, too, has to deal with competition.

Is this good or bad?

Competition can be seen as a force that motivates the best to rise to the top. In business it promotes fairness and excellence (relate how the Co-op and the Bay compete).

Competition also limits excessive profits, since pricing is a method of competition.

Draw parallels between business and sports to show how competition forces clear thinking.

In tourism in the NWT - what is our competition?

A list can be compiled of various tourism activities offered elsewhere to underscore the vast amount of competition involved.

CONCLUSION: Competition is a necessary component of business.

SKILL : Understanding Competition

OBJECTIVE: An Awareness of the Competition in Tourism
(International)

ITEMS REQUIRED: Brochures and Magazines that depict fishing
oriented tourism world wide

METHOD : Display, Lecture and Discussion

Distribute brochures and magazines that show international
fishing areas. These should include:

various US fishing lodges and attractions;
Australian and New Zealand offerings;
European offerings;
Caribbean offerings.

A list of facilities and prices should be drawn up - include
transportation.

In discussion, compare the attractions available international
with those available in the NWT.

How do we stack up?

Why should a tourism choose the NWT?

What must the guide be willing to do to promote tourism?

CONCLUSION: International competition is a force to conte!
with in the NWT.

SKILL : Understanding Competition

OBJECTIVE: Canadian Competition

ITEMS REQUIRED: Brochures and Magazines Showing Canadian
Fishing Areas

METHOD : Display, Lecture and Discussion

Distribute brochures and magazines that show Canadian fishing areas. These should include:

East and West coast salmon fishing;
Great Lakes charters;
fly-in lodges (Ontario, Manitoba, Quebec);
stream fishing (BC, Alberta, Newfoundland);
ocean fishing (East coast).

Make a comparison with international and NWT offerings.

CONCLUSION: Competition from Canadian operators influences the tourism market of the NWT.



SKILL: Understanding Competition

OBJECTIVE: NWT Competition

ITEMS REQUIRED: NWT Explorers Guide, Various Brochures of NWT
Lodges, Lodge List (See A, 1, 6) and Lodge
Numbers (A, 1, 7), Outfitters List

METHOD : Display and Discussion

Using the Explorers Guide, have the guides locate their zone and read the lodges and outfitters listed. Compare these to other zones.

Why would a tourist choose this zone?

What is here that is special?

How can the guide influence the tourist?

How does all this competition affect the local lodge owner or outfitter?

CONCLUSION: In the midst of all the competition, the guide's role is very important to promote satisfactory tourism.

SKILL : Competition and Resources

OBJECTIVE: Understanding the Pressure on the Resource

METHOD : Discussion

Begin the lesson with the question: "Why would a fisherman (tourist) come to this place? The responses should include:

because there are lots of fish;
because there are big fish.

Show how pressures evolve in trying to please the client or b at the competition that can result in the depletion of the resource (* Use role play if necessary to emphasize this point.)

Creation of a Bad Cycle:

1. Lots of fish/lots of big fish
2. Lots of tourists
3. Lots of business and employment
4. Lots of (big) fish caught
5. Numbers of fish decline/big fish become rare
6. Numbers of tourists decline
7. Poor business - no employment

What are some things a guide can do to stop this bad cycle and make it work properly for **himself and** his children and the fish?

(* Elaborate the following points: 1 and 2 are contained in Unit 4, Lesson 4, while 3 follows in Lesson 6.)

1. Be aware that the resource must be managed.
2. Protect the resource (limits and catch and release).
3. Promotion of some non-consumptive activities.

CONCLUSION: The resource is a promise to the future and it must be managed properly.

SKILL: Competition and Resources

OBJECTIVE: Examining Consumptive vs. Non-Consumptive Activities

METHOD : Discussion

Structure a list to reveal the differences between renewable and non-renewable resources. For example, once a mineral is mined, it is gone forever, but wildlife and fish resources can be managed to renew themselves.

However this can be a lengthy process. (Ask the guides to estimate the age of a 35 pound Lake Trout from the NWT . . . answer, approximately 50 years or more!)

Use this learning step to introduce the necessity of catch and release fishing. (This is covered in detail in Module B, Unit 2.)

Show how returning the fish unharmed relates to non-consumptive tourism activities. Have the guides list other non-consumptive activities. The suggestions should include:

- photography;
- hiking;
- boating.

Through discussion, the guides will become aware of the perpetual nature of the commodities involved in tourism.

CONCLUSION: The guide has the ability to control the activities of the tourist so that maximum satisfaction is achieved with minimum impact on the resources.

MODULE A

UNIT THREE: BUSINESS CONCEPTS

- LESSON 1: Promotion
- LESSON 2: Marketing
- LESSON 3: The profit motive
- LESSON 4: Cash flow
- LESSON 5: Contracts

SKILL: Promotion and Marketing

OBJECTIVE: Understanding Promotion

ITEMS REQUIRED: Business Cards, Brochures and Various
Advertisements in Magazines

METHOD : Question and Discussion

"What is Promotion?" This is an activity in which a person makes others aware of what he has to offer. For example, you've built a lodge or started an outfitting business - now how will people know it exists and what will make them want to come up there.

Styles of Promotion

1. "Word of Mouth" - this is the most effective and least expensive. Someone who likes your service wants to come back and he tells others so they will come too.
2. Unpaid Promoters - if someone enjoys your business and is willing to convince others to try it, you might offer him a free stay if he brings a certain number of paying guests with him. In other words, rather than pay for his services, you give a discount group rate that benefits him.
3. Professional Promoters - you can hire a person to seek out customers for you. His services will cost either a percentage of the sold bookings or a fixed fee.
4. Sportsman' Shows - these shows are held in the "off months" in various big city locations. Thousands of people attend these shows and "shop around" for an interesting fishing experience. Hundreds of competing lodges and outfitters attend with their displays. This can be productive, but expensive.
5. Advertising - there are several means of advertising and these can vary greatly in cost:
 - business cards
 - brochures
 - magazine ads
 - videos
 - promotional TV shows
 - fixed advertising displays
 - magazine stories

Ultimately, the best promotion is the service of the guide. He ensures the client wants to return and the newcomer is impressed by the service he receives.

CONCLUSION: Promotion is a necessary part of the tourism enterprise and adds directly to the involved costs.

SKILL: Promotion and Marketing
 OBJECTIVE: Understanding Marketing
 ITEMS REQUIRED: Map of Canada and United States
 METHOD : Discussion

Several surveys are available to discover the origin of NWT non-resident fishermen. One method to judge this would be to use information available from fishing licenses.

From 1980 figures these distributions apply:

| <u>Non-Resident Canadians</u> | <u>Non-Resident Americans</u> |
|-------------------------------|-------------------------------|
| Yukon 15 | New England 108 |
| BC 351 | Mid Atlantic 185 |
| Alberta 1,558 | East North Central 1,225 |
| Saskatchewan 306 | West North Central 1,370 |
| Manitoba 733 | Mountain 385 |
| Ontario 1,054 | Pacific 609 |
| Quebec 92 | South Atlantic 116 |
| Maritimes 153 | South Central 462 |
| | Alaska 8 |
| TOTAL : 4,262 | TOTAL : 4,468 |

NOTE : State groupings of this list describe East North Central as Wisconsin, Michigan, Ohio, Indiana, Illinois; while West North Central includes: Dakota, Minnesota, Iowa, Nebraska, Kansas and Missouri

Ask the guides to list home areas of visitors they have known. Locate these and the larger participants home areas on the map.

- Question 1: "Why do the visitors come from specific areas?"
- Question 2: "What would this tell you if you were about to advertise?"
- Question 3: "If you were a lodge owner, how would you use this information?"

CONCLUSION: Advertising is costly and must be directed at productive markets.

SKILL: Business Concepts
OBJECTIVES: Understanding the Profit Motive
METHOD : Lecture

As a review, define the following terms and give examples:

- expense;
- income;
- profit;
- loss;
- capital cost;
- tax;
- amortization.

Show how profit is affected if:

(a) **income** - increases/decreases;
(b) **expenses** - increase/decrease.

Make a list of capital cost items that would be encountered in starting a lodge. Discuss possible cost figures.

Show how this figure can earn an income without risk simply by gathering interest in a bank.

What risks are involved in running a lodge?
What type of work is required?
If this was his own business, how much of a return would he expect?

Example - Case Study

One lodge owner grossed one million dollars. After expenses, his profit was \$1,200.00. What could be some of his problems?

CONCLUSION: In order for a business to survive, it must produce a satisfactory profit.

SKILL: Business Concepts
OBJECTIVE: Understanding Cash Flow
ITEMS REQUIRED: Cash Flow Chart (slide or transparency)
METHOD : Discussion and Lecture

Some guides may question the relationship between the guest's payment to the lodge and the portion they receive as wages.

1. **Have** the guides list the items they spend money on.
2. **Create** a list of expenses the lodge owner has.
3. **Show** the similarity between income and expenses (cash flow).

Use the cash flow diagram to show how money entering the lodge is distributed through wages and other expenses into the economy of the NWT.

Alternative Method:

Have the guide pretend he is the lodge owner. Have him list all expenses and wages (use a small example, a specific two man party as income source). Examine the relationship between profit and wages as an expense. Show how income (package price) is influenced by competition, eg: "Why not increase your price?". Refer to competition in the area and elsewhere. (See Module A, Unit 2, Lesson 1 - 4.)

CONCLUSION: Cash flow is generated by business and affects the economy of the NWT (refer also to A-1-4).

SKILL : Business Concepts

OBJECTIVE: Understanding a Contract

ITEMS REQUIRED: Sample Contract (if lodge based, ask for a sample from the lodge)

METHOD : Discussion and Question

"What is a contract?"

The responses should include the idea of an agreement. Discuss why such an agreement is necessary. (Words can be forgotten if only a verbal contract exists.)

Who benefits from a contract?

Both parties benefit since the agreement removes unanswered questions. This keeps things clear and business-like.

What should a contract contain?

(Make a list of suggestions - these should include the following):

- the date;
- the names of the people involved;
- a start and a finish time;
- the amount and type of work to be done;
- an agreement regarding food, accommodation and travel costs;
- an understanding of what will be done if early termination occurs ;
- any other agreements;
- the signature of the accepting party.

Have the guides discuss their understanding of what they have agreed to do.

CONCLUSION: A contract insures that an agreement is understood by both parties.

MODULE A

UNIT FOUR: PROFESSIONALISM

- LESSON 1: The professional guide
- LESSON 2: The professional image
- LESSON 3: Responsibilities to the client
- LESSON 4: Responsibilities to the law
- LESSON 5: The responsibility to the resource
- LESSON 6: Ethics of conservation
- LESSON 7: The responsibilities to the employer
- LESSON 8: Professional assertiveness
- LESSON 9: The necessity for communication
- LESSON 10: Leadership
- LESSON 11: Control
- LESSON 12: Decisions and problems
- LESSON 13: Settling conflict
- LESSON 14: Conflict role-play
- LESSON 15: Handling belligerent people
- LESSON 16: The guide conference

SKILL: The Professional Guide
OBJECTIVE: An Examination of the Term "Professional"
METHOD : Question and Discussion

With the aid of the guides, create a list of professionals. This could include:

| | |
|---------|-----------|
| doctors | pilots |
| guides | captains |
| lawyers | engineers |

Why are these called "professional"?

- they make a living from their occupation;
- they are "experts" in their field;
- they are responsible for their work;
- they have pride in their abilities;
- they never stop learning new things about their work.

NOTE : it is important for the guides to identify with positive role models. In this way, the realization of responsibilities and professional deportment contribute to the sense of self-worth and confidence.

"How would you expect a professional to act?"

- with confidence and dignity;
- with consideration for his "client";
- with responsibility;
- with dependability.

The later two can be stressed to show how professionalism begins in attention to detail. A guide can't sleep in, be late, dress sloppy and still consider himself to be a professional.

CONCLUSION: A guide is a professional. He is worthy of respect and he must act accordingly.

SKILL: The Professional Guide
OBJECTIVE: Seeing Ourselves Through Other Eyes
ITEMS REQUIRED: Video Camera, Accessories and TV
METHOD : Discussion and Question

Have the students pretend they are visitors to the region. They have been told they will have the services of a guide. Have them list the attributes they can expect to see in meeting this individual. Categorize the responses in terms of appearance and attitude.

Appearance

Clean (washed hands, face, hair)
Neat (clean clothes in good shape)

* make appropriate suggestions for improvements

Attitude

Friendly (smile, eye-to-eye contact)
Welcoming (hand shake - exchange of names)
Informative (lets the client know what's expected)
Assertive (friendly but firm)
Energetic (well rested, alert)
Helpful (anticipate needs and service)
Communicative (talk - get to know the 'client)

Role Play

After the items have been discussed, lead the students in a role play using the video camera to show how to overcome nervousness and display a professional image.

CONCLUSION: The guide must be aware of how he appears to others.

SKILL: The Professional Guide
OBJECTIVE: The Guide's Responsibilities to his Client
METHOD : Discussion and Case Study

Create a list of responsibilities. These should include:

Safety - at all times the guide must consider safety;

Dependability:

a guide must be on time;
his equipment must be checked and ready ahead of time;
he must operate all equipment professionally;

Client Satisfaction:

the guide must be pleasant and positive;
he must never "abandon" his client - even for a short
time;
he must make the client feel "special";
see if the client wants his photo taken;
talk, talk, talk;
remember that your client is interested in you. He'd
like to know lifestyle, fishing stories and history,
but, NEVER :

talk about other guests in a negative way;
talk about problems at the lodge;
talk about management or other guides in a
negative way;

Remember, the client paid for a happy experience. He's
not interested in small problems. If you tell him
negative things, this will reflect on you and lower
your image in his eyes.

Choose positive and negative attributes and have the guides
provide personal experiences of each as case studies.

CONCLUSION: A guide is more than a boat-driver. He is a
professional who has responsibilities to his
client.

SKILL: The Professional Guide
OBJECTIVE: The Guide's Responsibility to the Law
ITEMS REQUIRED: Current Edition "Fishing Guide NWT"
METHOD : Discussion and Case Study

NOTE : This is covered more completely in Module C, Unit 5
"Regulations" .

Question the guides as to the limits of the specific fish caught
in the area.

CASE STUDY:

You are guiding two fishermen who are really enjoying themselves.
They both have one less fish than the limit and they wish to
continue to fish "catch and release". At this point one of the
fishermen catches a fish and it is hooked badly. The gills are
damaged and the fish is bleeding heavily. You know it will die
if you put it back. You tell the fisherman that you cannot
release this fish since it will not live. He gets angry and
tells you to put it back in the lake anyway because he still
wants to fish. What will you do?

Discuss the possible avenues of action open to the guide:

What obligation does the guide have:

- (a) to the law;
- (b) to the fish;
- (c) to the client?

CONCLUSION: A guide must respect the law and control his
client.

SKILL: THE PROFESSIONAL GUIDE

OBJECTIVE: The guide's responsibility to the resource

ITEMS
REQUIRED: Video tape of Catch and Release Lecture

METHOD : Display and discussion

Note: The salient points of this lesson should be reviewed prior to actual catch and release attempts in Module C Unit 5 "Catch and Release Methods". The following lesson "Conservation ethics" can be incorporated in this discussion.

Traditionally, people caught fish in order to eat and survive. There was never an idea of putting the fish back into the water. This would be unthinkable, since there would be no purpose to catching fish. In fact to some, it would be an insult to do so, since the fish fought hard for his life and now he is thrown back as if he is worth nothing.

However, everyone enjoys the thrill of catching fish, and some fishermen travel great distances and spend a great deal of money to do so. Yet the fish resource must be protected, so limits are imposed (See Module A Unit 4 Lesson 4). At times the guide will be under pressure to ignore these limits. He must then remind himself that part of his duty is to protect the resource. This is so the resource will be available for those who are now children and for their children also.

There are three ways to do this:

- (1) Teaching respect for the resource to those you guide.
- (2) Ensuring that possession limits are obeyed.
- (3) Professionally releasing fish so they will survive.

Recent studies have proved that proper "catch and release" methods result in protection for the fish.

*Note: - at this time show the "catch and release" video. Have the guides list the important steps involved. Compare this to the list contained in Module C Unit 5 Lesson "Proper catch and release methods" .

CONCLUSION:

A guide's responsibility to the resource includes respecting the resource, enforcing the laws, and ensuring that released fish will live.

SKILL : THE PROFESSIONAL GUIDE
OBJECTIVE: The ethics of conservation
METHOD : Question and Discussion

Why must the guide be an example of how to live in Nature?

Since the guide is viewed as being a "professional" the visitor will want to learn from him. This is the guide's chance to "educate" this person so he will return home with memories of respect for the land and for the guide and for the management of the resources .

In the south, many anti-hunting, **anti-fishing**, and anti-trapping groups spend fortunes to turn opinion against the traditional men of the land. Your only chance to turn the opinion in your favour is by influencing every visitor so they can see your respect for the land.

How can the guide accomplish this?

The potential responses should include:

- conservation of the resource. The men who use the fish and the animals must show they know best how to protect and manage them for the future.
- conservation of the wilderness. Much of our appeal lies in the value of our "untouched" surroundings. Never allow garbage to lay on the land. Oil cans, cigarette packages and other "civilized" signs should be removed and carried back to a dump. The shore-lunch area should look as if no one had ever been there. Show a respect for the land.
- display a respect for Nature. Never "throw" a fish into the water. Release fish professionally with care and respect. Even if an "undesireable" species is caught, don't kick it to death or let it suffer. Treat all life with respect and consideration.

CONCLUSION: The guide must be aware of his role as the manager of his surroundings.

SKILL : THE PROFESSIONAL GUIDE

~~The guide will lead~~ Decide if this is appropriate for the specific class mix. Refer to Module A Unit 3 Lesson 5 "Understanding a contract".

OBJECTIVE: The guide's responsibility to his job and his employer.

- 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 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 ~~two~~ groups, have guides discuss the questions about their job duties and responsibilities.

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?

METHOD :

(CONTINUED)

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 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.

The purpose of these lessons are to help the guide develop a confident, professional attitude to his job. The case studies and role play review 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.

ITEMS

REQUIRED: Video camera

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. Have the guides practice this and video the result so they can observe their assertiveness.

Step one

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

Step two

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 Three:

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 on the lake now?" or whatever is appropriate.

control when it may be necessary.

CONCLUSION: The guide must gain the confidence of his client from the first meeting.

SKILL : PROFESSIONAL ASSERTIVENESS
OBJECTIVE: Understanding the necessity for communication
METHOD : Case study and questions.

A guide took three men out on a fishing trip. They packed a lunch and set out in the boat to a spot several miles away. The weather was good and the three men were all in good spirits.

The guide noticed that two of the men liked to talk a lot. He wasn't too sure what they were talking about much of the time so he let them talk while he paid attention to the boat and the river. For a while he concentrated on fixing the motor, which wasn't running as well as it should have been. The third fisherman was much quieter than the other two. He seemed more interested in fishing than the other two men because he paid more attention to what he was doing. The guide liked him better than the two talkers and he showed the quiet fisherman his favourite lure. For the most part though, the guide just sat back quietly and let the men fish. When he felt it was time to go back to the lodge, he started the motor and headed home.

The next day, the guide's boss called him in and said the fishermen complained about their guide. They said he ignored them, he didn't care about their comfort and he was rude. The guide's boss said he had better shape up because his customers expected better treatment than that and that being a good host was the most important part of his job. The guide was very upset and ~~was~~ out of his boss's office, determined to quit his job and go back home.

Questions:

1. What went wrong? What did the guide do to make the fishermen think he was rude and ignored them?
2. What could the fishermen have meant when they said the guide didn't care about their comfort?
3. What could the guide have done differently to make the fishing trip more enjoyable for everyone?

METHOD : (CONTINUED)

4. What should the guide have done when his boss told him about the fishermen's complaints?
5. What did the guide's boss mean by saying that "being a good host was the most important part of his job"?

Potential Answers

1. The guide appeared to show favorites by showing his favourite lure to only one of the fishermen. The other two likely felt left out.

2. The guide did not ask the fishermen if they were warm enough, comfortable or perhaps hungry. There was no lunch served. He did not ask them when they wanted to leave; he made the decision himself. The fishermen probably felt he didn't care about their comfort.

3. Try to be friendly to all of the fishermen. Don't appear to choose favorites. Try to communicate with them even if only with smiles and eyes. Ask them how they are feeling, if they are comfortable. Have a lunch ready. Explain what is happening if he has to work on the motor for a while. Ask them if they are ready to leave instead of just making the decision for them.

4. Keep cool and calm and don't just walk out in anger.

Try to be clear about exactly what the problem was. Ask the boss to explain what he did to make the fishermen angry. Explain to his boss how he saw the situation and apologize. Find the fishermen and apologize to them.

5. The customer is a guest who expects to be well served. It is important to look after the customer's needs so that he will be satisfied and enjoy his stay. A satisfied customer is most likely to come back another time.

CONCLUSION: Communication is a necessary part of tourism. Develop a confidence in your ability to talk to others.

SKILL : PROFESSIONAL ASSERTIVENESS

OBJECTIVE: Define 'Leadership'

METHOD : Ask guides to describe leaders they know in their communities or elsewhere. Have them discuss the questions about leadership.

QUESTIONS ABOUT LEADERSHIP

Think of leaders you know: What qualities do they have? How do they act to influence other people?

2. How did those people come to be leaders? Were they chosen for their abilities or did they inherit their positions? Did their leadership evolve or develop over a long period of time or did some particular event or situation require their leadership immediately?

3. How would you describe their style of leadership? For example, do they leave other people alone pretty much to make their own decisions? Do they try to have everyone share the responsibility of making decisions? Do they keep a firm hand on everything and try to direct and control what other people do?

Have guides list all of the situations in their jobs in which leadership is required and describe what styles or cup of ri to leadership would be most appropriate in each situation.

CONCLUSION: A guide must be a friendly but firm leader.

SKILL: PROFESSIONAL ASSERTIVENESS
 OBJECTIVE: Maintaining friendly but firm control
 METHOD : Case study or role play

You are taking a group of four tourists on a boating trip to see some of the historical sites near the community and look for wildlife. One of the tourists does not want to wear his life jacket and boasts that he is a good swimmer, and he used to be a swimming champion when he was younger. The tourists enjoy themselves on their trip and ask lots of questions about the things they see. They are very excited when they spot a whale and one of the tourists stands up to take a picture. You notice that the weather is going to change and you want to head back before the water gets too rough. Your tourists don't notice what you do about the weather and are in no hurry to go back. While you are discussing the weather, one of the tourists flips an empty cigarette package into the water then strikes a match on the engine cover to light a new cigarette. How would you deal with your tourists so that they continued to enjoy themselves and so that you are satisfied that all is as it should be?

1. With one person playing a part of the guide, and a few other people playing the parts of the tourists, act out the scene. Try to what the person you are playing would think about and would act-like in this sort of situation, and give a good picture of that person. ^{CUD} Try each problem as a separate role-play.
 2. What approaches did the "guide" in the role play find worked best? What did the "guide" do that the "tourist" felt most comfortable with?
 3. A guide should be assertive, or firm, but polite and friendly to handle guests in problem situations such as the ones described. What other situations in your job might come up when you would have to be assertive?
-

CONCLUSION: The guide must-remain in control. This can be done in a friendly manner, but it cannot be ignored.

SKILL: PROFESSIONAL ASSERTIVENESS

OBJECTIVE: A review of the steps involved in decision making and problem solving.

METHOD : Lecture

Improper decision making can adversely effect both minor and major problems. Even minor decisions can get bogged down in the "I don't know, what do you want to do?" cycle that ends in frustration or an inertia where nothing gets done. In a major problem, poor decision making can be fatal.

The guide must maintain control by using effective decision making techniques.

Step 1: Explain the situation clearly, decide on the goals and define the decision that has to be made.

Step 2. Define the conditions that have to be met.

Step 3. Think of all possible choices.

Step 4. Put the choices in order of preference compared to the conditions set in Step 2.

Step 5. Plan a course of action around the best decision and make sure everyone is aware of it. (what risks are involved?)'

EXAMPLE:

Two boats are needed to transport a man, his wife, three children and their equipment to an outpost camp three hours travel away. Just before leaving, one motor develops serious problems and you can't use it. As their guide, how will you make a decision on what to do? (Follow the steps for each part of the process).

Examine other problems from suggestions from the guides.

CONCLUSION: A professional attitude includes the use of calm logical order to make a decision. Never someone else to make your decision. You are the guide; remain in control.

SKILL: PROFESSIONAL ASSERTIVENESS

OBJECTIVE: Learning the steps required for settling a conflict.

METHOD : Lecture:

During the lecture, bring out the facts that conflicts, if caught early enough, can be resolved quickly with minor inconvenience. If it is allowed to develop too long, the resolution becomes more difficult.

BE NEUTRAL: Overlook your own feelings and be a "middleman". Don't choose sides.

BE FAIR: Make sure both sides of the conflict get a chance to say their piece.

BE POSITIVE: Use humour to reduce tensions. Remember to keep working towards the goal of the group.

STEPS

1. Get both people or sides in the conflict to express their feelings.
2. Get the facts and make the issue clear. Ask everyone to re-state their points of view so that everyone can understand the dispute more clearly.
3. Resolve the dispute. Collect more information. Have each side try to respect the other's point of view in their own words to see where agreement could be reached. Try to encourage a compromise or agree to disagree.
4. Ease any leftover tension. Use humour, or a "coffee break" to ease any hurt feelings remaining.

CONCLUSION: Using these steps, most conflicts can be easily resolved.

MODULE A UNIT 4 LESSON 14

SKILL: PROFESSIONAL ASSERTIVENESS

OBJECTIVE: Using the methods of the previous lesson to resolve a conflict.

METHOD : Role Play: characters: 1 guide, 2 clients.

Situation:

This is the second day in which you have guided these two men. They both happen to be in your boat but they did not know each other previously. One man is big and loud, while the other is quiet and hasn't said much. All day yesterday, the large man did most of the talking and requested that you troll at a certain speed. He caught some fish but the quiet man did not. Today he wishes to troll again, but the quiet man says he wishes to stop and cast from the boat. An argument is developing and unless you do something, it may become a bad situation.

*Note to instructor: Allow the role play to develop and see if the guide stops it in time. See also if he is trying to apply the steps of the previous lesson.

Later, ask the group how they would handle the situation.

CONCLUSION: The guide must not let a difference go too far--he is to be in charge and must smooth the conflict before it becomes aggressive.

SKILL : PROFESSIONAL ASSERTIVENESS

OBJECTIVE: To allow the guides to become accustomed to controlling belligerent people. This should be continued until their confidence increases.

ITEMS
REQUIRED: Video camera and accessories

METHOD : Lecture and role play.

Inform the guides that at some point in their career they may have to confront a belligerent person. Discuss the following Guidelines, then apply these to the role-play situations.

GUIDELINES FOR HANDLING BELLIGERENT PEOPLE

1. Keep your self-control. Be polite and remain calm. Resist the desire to fight back. Remind yourself of how you'd like things to be at the end of the trip.
2. Explain your position briefly. Don't deal in feelings at this time, stick to the facts. Repeat these if necessary.
3. Try to divert the topic to something less disturbing.
4. Think of ways to remove yourself and where you might get help.

Situation #1

PEOPLE: a guide
a tourist

SITUATION: The tourist is usually friendly and cooperative and relatively easy to get along with, except that he has a short temper. Tonight, however, he has opened a bottle of whiskey which he brought in with him and he is a little drunk. He is walking down a path when he sees the guide. There is no one else around. The man demands that the guide come and have a drink with him. The guide quietly resists but the man becomes more and more insistent. The guide is afraid the tourist might try to hit him.

SKILL : PROFESSIONAL ASSERTIVENESS

OBJECTIVE: Discovering the needs for a "guide conference"

METHOD : Lecture and Discussion

Tourists ask questions. Sometimes the same person will ask a similar question of two different guides. Often this is the tourist's attempt to gather all the information he can about a certain thing that interests him.

If the answers he gets contradict each other, at first he is frustrated, then disappointed, for now he feels the guides don't know what they are talking about. This can be the beginning of a series of seemingly small items which finally cause the tourist to lose confidence in his guide. If this occurs, the guide will lose control of this client. (Give examples of opinions to a questions like, "When is the best time to fish?")

Ways to avoid this include a "guide conference", an informal **get-to-gether** where guides share ideas.

To show how this can work, have the group suggest possible questions a fishing-guest might ask. Some could be:

- when is the worst time to fish?
- what is the best lure for Trout (Char/Grayling etc)?
- how deep is this lake (fiord, river, etc)?
- what is the record for this type of fish?
- what was the largest fish caught here?
- does the wind affect fishing?

Break the class into small groups and have them record their answers. Compare the responses and see if any confusion or contradiction exists. Discuss the desirability of a "head-guide" concept. (See what policy the lodge has regarding this) Caution against B.S. answers to the guests. Keep honest.

CONCLUSION: A guide's confidence is strengthened as he develops knowledge. He should always be ready to learn more and to share his knowledge with others.

METHOD: (CONTINUED)

Situation #2

PEOPLE : a guide
 two tourists

SITUATION: One tourist is watching while another is trying to get a cup of coffee. The person **accidentally** spills the pot into the fire, which sputters and almost goes out. The supper is ruined. The second tourist who was watching starts shouting at the other, saying he is useless, calling him names, and saying he should go hungry for being so stupid. The first person shouts back that he was doing his best and that the other guy should do his share of the work for a change. The argument gets worse. The guide steps in as a mediator.

Develop other situations which are relevant to the specific group. Ask the guides if they have seen or heard of similar problems.

CONCLUSION: A guide must control his anger and act like a professional .

MODULE B: GUIDING SKILLS

UNIT ONE: Fishing expertise
UNIT TWO: Fish Information
UNIT THREE: Navigation
UNIT FOUR: Survival techniques
UNIT FIVE: Safety and first-aid
UNIT SIX: Photography

MODULE B

UNIT ONE: Fishing Expertise

- LESSON 1: Different fishing styles
- LESSON 2: Fly fishing equipment
- LESSON 3: Bait-casting equipment
- LESSON 4: Spin fishing equipment
- LESSON 5: Trolling equipment
- LESSON 6: Lines and knots
- LESSON 7: End tackle
- LESSON 8: Handling lures
- LESSON 9: Landing net use
- LESSON 10: Technical fishing aids
- LESSON 11: Knife selection and sharpening
- LESSON 12: Ropes and knots
- LESSON 13: Area familiarity
- LESSON 14: Finding fish
- LESSON 15: Fish handling
- LESSON 16: Trophy fish

MODULE B UNIT 1 LESSON 1

SKILL: FISHING EXPERTISE

OBJECTIVE: A familiarization with various fishing styles and equipment.

ITEMS

REQUIRED: Rods, reels and accessories for each style --fly fishing, bait casting, spinning (open and closed face) and trolling.

Various books, **catalogues** and magazines that further describe each category.

METHOD : Display and discussion

FLY FISHING: Show how a fly rod and reel differs from other types. Give a brief discussion on use (This will be covered fully **later**), and situations where the fly fisherman differs from other fishing styles.

BAIT CASTING: Point out the rod and reel combinations that form this category. Discuss the level-wind reel and its limitations and difficulties.

SPIN-CASTING: Have the students investigate the separate rod types that are used by open-faced vs. closed reels. Indicate that the open-faced is meant to suspend under the rod.

TROLLING: Display the trolling rod and reel and point out why it is designed for this style of fishing. By means of photos or **catalogues**, show the common accessories like down-riggers and planer boards.

CONCLUSION: The guide should readily identify specific equipment and realize the type of fishing technique it suits.

MODULE B UNIT 1 LESSON 2

SKILL: FISHING EXPERTISE

OBJECTIVE: Understanding the requirements of a fly-fisherman

ITEMS

REQUIRED: Fly rod, reel, line, leader and suitable flies

METHOD : Demonstration and discussion

Display the equipment and indicate the different type of line that is used. This line can be a floating or a sinking type, but it is much thicker than monofilament and many times more expensive. The cost of the line can be more than the cost of the reel. In fly-fishing, the reel's purpose is simply to store line. The rod is longer and lighter than a spinning rod and the reel is mounted behind the hand at the back of the rod to give balance.

The cast is a series of what seems like whipping actions that enables the line to pay out. Weights are not normally used and since the end tackle is meant to float, the cast can't be made in the manner of a spinning reel.

The fly fisherman is often a purist who receives satisfaction from the mastery of a technique in catching fish. **Grayling**, Whitefish and Dolly Varden are among the quarry of the fly fisherman, although streamers can effectively be used for Walleye, Trout or Pike at specific times.

- demonstrate casting techniques
- point out the requirements of this style
- display an assortment of flies and streamers

CONCLUSION: The guide will recognize the needs of the fly fisherman and accommodate the requirements of this style.

SKILL: FISHING EXPERTISE

OBJECTIVE: Understanding the requirements of Bait-casters.

ITEMS

REQUIRED: Bait casting reel and rod, accessories and lures

METHOD : Demonstration and discussion

Point out the working aspects of the baitcasting reel. Locate the drag and describe its adjustment. Indicate the free-wheeling aspect of the spool for trolling or casting.

The guide should be aware of the operational characteristics of the bait-casting techniques:

- casting distance is normally less than spinning systems.
- often it is cast with a side-arm technique, this can be a safety hazard with two fishermen in the boat.
- usually the reel capacity makes this a preferred reel for combination casting/trolling application.
- one drawback is that a tangle or "birdnest" can result from poor casting style. This can cause a delay while the spool is untangled or a hazard if it occurs immediately, since the lure would have a tendency to yank back toward the boat occupants.

Being familiar with this system, the guide can troubleshoot the malfunctions and allow for the limitations .

CONCLUSION: The bait-casting reel has its advantages and limitations . The competent guide can adapt to his client's needs.

MODULE B UNIT 1 LESSON 4

SKILL: FISHING EXPERTISE

OBJECTIVE: Gaining familiarity with spinning outfits

ITEMS

REQUIRED: Open and closed face spinning reels, appropriate rods and accessories

METHOD : Demonstration and discussion

Compare the open and closed reels. Identify that each has a specific rod-type requirement. Open-faced reels are designed to suspend beneath the rod with the crank normally operated on the left side. Closed face reels are constructed like bait-casting reels and operate above the rod axis. Usually the crank is located on the right side.

NOTE- A novice fisherman can be identified immediately when he attempts to crank an open-faced reel with his right hand, thus operating the unit "upside-down" . Ensure the guides become comfortable with the proper reel position.

Casting with spinning outfits is accomplished with a wrist-snap without follow-through. An overhead cast is preferred for boat work since it is less likely to arc into the path of the other boat occupants.

Demonstrate:

- drag setting
- casting technique (open and closed face)
- troubleshooting
- different rod types for each reel
- jigging styles (difficult with "trigger" types)

CONCLUSION: The spinning outfit is probably the most widely used configuration. The guide should be knowledgeable of its functions.

SKILL : FISHING EXPERTISE

OBJECTIVE: Becoming familiar with trolling rods and reels

ITEMS

REQUIRED: Trolling rod and reel, appropriate accessories

METHOD : Demonstration and discussion

Compare the trolling rig to the previous types and point out the distinguishing features. The rod is stout and the reel has a very large capacity. Some trolling outfits rely on a spinning reel technology, while others resemble large **baitcasting** reels. **Occasionally** the older "banjo" type with metal line is still used.

There is little or no "casting" component to trolling, instead the weighted line presents the lure to the proper depth. This can be controlled somewhat with line length and boat speed. However, if greater depths are desired, then a planing device (like a Pink Lady) or a downrigger can be used.

Demonstrate :

- star drag (if present)
- other drag systems
- type of rod used
- type of line used
- type of swivels or keels used
- troubleshooting

CONCLUSION: Trolling equipment is most often used in large lakes while seeking large fish.

MODULE B UNIT 1 LESSON 6

SKILL: FISHING EXPERTISE

OBJECTIVE: Becoming aware of different lines, their uses, their care, and appropriate knots.

ITEMS

REQUIRED: Monofilament lines - various types
trolling lines - fly fishing lines
leadcore and steel lines

METHOD : Lecture and display

Compare the various lines and describe their application. Monofilament lines form the majority of lines used. The guide should be aware that:

- monofilament lines weaken with age
- loss of strength occurs after stretching
- abrasion causes loss of line strength
- one to two feet of the line should be clipped off after each severe use to retain line strength
- the best way to check for abrasion is to run the line between your lips
- line colour can affect fish strike response
- if a wire leader must be used it should be black, not silver in colour
- certain knots result in severe line weakening.
- saliva should be used to lubricate a knot while tightening it.

Describe various knots used in tying fishing lures. These should include at least the following:

- clinch knot (plain and improved)
- surgeon's knot
- blood knot
- pinchjam knot
- jam hitch
- snelled hooks
- trilene knot
- palomar knot
- (leave about 1/8" of lead when trimming the knot)

CONCLUSION: The guide will be able to recommend line care and suitable knot use to his guest if required.

SKILL: FISHING EXPERTISE

OBJECTIVE: End tackle familiarity

ITEMS

REQUIRED: Lure display/tackle **catalogues**
 *NOTE Module B Unit 2 "Sport Fish Species Information" contains end tackle suggestions for the fish specific to the region

METHOD : Lecture and Display

There is a bewildering array of lures on the market, some designed to catch fisherman instead of fish; however, the guide will be called upon to recommend or comment on the lures carried by his client. It is important that the guide be familiar with the names of the more popular lures. The main categories of baits can be separated into Jigs, Spinners, Spoons, Plugs (crank-baits) and flies.

JIGS

Jigs are fished normally by "bouncing" them off the bottom; however, they can also be effective in a slow retrieve with a wrist-applied jerk to the rod. This results in an undulating presentation that might resemble an injured food source. A wide variety of jigs, includes sinking and floating heads, some sort of "body" made of fur, feathers or soft rubber, and perhaps the addition of a spinner. Walleye are often the targets of jigs, but Pike and Lake trout can also be taken on them. Some common ones that should be recognized are:

- bucktail jigs
- Mr. Twister
- Spinner baits (a jig with a spinner)
- Marabou jigs
- Mr. Mean

SPINNERS

Depending on the spinner, they can be used for casting or for trolling. The normal presentation is a small spinner being used with a spinning outfit and cast either from shore or while drift fishing. Rod-tip action is not as necessary as with a jig; however, an occasional tip-movement can entice a fish to strike. There is an area of over-lap from jigs to spinners, since some jigs (spinner-baits or **buzzy-baits**) resemble spinners, while some spinners (large buck-tails) can resemble jigs. Normally the true spinner is identified as having

METHOD : (CONTINUED)

a weighted body with a spinner attached to the central axis. Contrast this to a spinner bait which has a weighted head and a separate spinner attachment. Spinners are effective on a wide variety of fish: Dolly Varden, **Grayling**, Walleye, Whitefish, pike, Trout and **Char**. This accounts for their popularity.

Some common ones that should be recognized are:

- Mepps
- Panther Martin
- Blue Fox Vibrax
- assorted Rooster Tail types

SPOONS

A vast array of sizes and styles are available. Some are so small, they are suitable for **grayling**, while larger spoons are designed for huge trout. The stamped metal body is usually elliptical in shape, but even here there are great varieties. Some are designs that have been used for over sixty years (The **Daredevle** was named after **W.W. I** Marines, but the spelling was changed because of religious views at that time).

Spoons are effective on a wide variety of fish and they are usually trolled or cast. Some can even be jigged (often using a bait on one of the hooks) successfully. Extra heavy spoons exist for use in very fast water. The **Roket Devle**, for example, is excellent for fast-water **Char**. Rod-tip action is important for spoons.

There are many, but the guide should be familiar with at least the following:

- Daredevle** (red and whites)
- 5 of Diamonds
- Doctor Spoon
- Red Eye
- Silver Minnow
- Half-wave
- Pixee Spoon
- Little Cleo
- Williams Wobbler
- Sutton Spoon
- Northern Nailer

PLUGS (Crank-baits)

These are either made of wood or plastic and they are designed to resemble a food source like a wounded minnow, mouse, frog, or even baby ducks. They can either be floating or sinking and some are shallow runners while others are deep divers. Normally they rely on a lot of action and vibration (some even have noise chambers) to attract the fish. Both trolling or casting work well, although some are

METHOD : (CONTINUED)

designed specifically for casting. (Floaters like the Hula Popper for example - usually thought of as a Southern bass lure, but also useful for Pike at times). Rod tip action never hurts, but it is less necessary with plugs as they usually produce a lot of action on their own. Plugs are most effective against large mouthed cannibalistic fish. Trout, Pike and Walleye would be the top performers in this category, although many more are possible.

Some of the more common plugs are:

- The Rapala series: Shad Rap, Fat Rap and the solid and jointed versions
- rebel series: floating and jointed, Deep Wee R
- Flatfish
- Canadian Wiggler
- J Plug
- Lazy Ike

FLIES

Flies are divided into the sinking or floating (wet or dry) varieties. Usually a fly-fishing outfit is required for their proper use. However, a useful rig for **grayling** can utilize a spinning outfit. Tie the fly directly to the monofilament (use a leader if the line diameter is too big), and use a small float or bobber positioned about 5 feet further up the line. This will give the weight necessary for casting and allow you to monitor the progress of the fly.

Often **grayling** will be discouraged from hitting a fly if they see the line. For this reason it is better to cast downstream to them so they see the fly first. Trout, on the other hand, are more wary of the angler than the line, so upstream casts seem to work better with them.

Wet files include: Fancy type, nymphs, streamers and bucktails.
Dry flies include: spiders, upright wing, spent wing and fan wing varieties.

Flys are meant to resemble natural food, so the fisherman should try to "match the hatch". (Briefly discuss fly-tying if time allows).

METHOD: (CONTINUED)

Some of the more common flies are:

- Black Gnat
- Dark Cahill
- Black ant
- Stone fly
- Quill Gordon
- Gray or brown Hackle

CONCLUSION: The guide is regarded as being an expert in his field.
A fishing guide must be able to recognize and recommend various types of end-tackle.

SKILL : FISHING EXPERTISE
 OBJECTIVE: Other lure-related knowledge
 METHOD : LECTURE AND DISCUSSION

Handling Lures Fish have a well developed sense of smell. A cautious fish will be turned away by disagreeable odours. For this reason, don't allow the lures to become contaminated with outboard fuel. Even your hands can transfer objectionable **odours** to the lure. Advise your client:
 -to avoid contaminating his lure by keeping them off the bottom of the boat.
 -to "sweeten" his lure on slow days with a little piece of fish skin on the hook
 -to try a "scent-lure" (like Dr. Juice)

Treatment of Hooks Remember to sharpen your hooks! Check your client's hooks and touch them up with a hone. They should be needle sharp. This is a good time to remove or depress the barbs if "catch and release" is to be practiced. If possible, convince your guest to remove the treble-hooks and replace them with a single **barbless** one. The sharpness of hooks can be tested on your fingernail. A sharp hook will not slip off.

Lures in the Boat A strip of snare-wire stretched below the **gunwale**, between the ribs makes an efficient hanger to keep lures safely out of the way. A glued-on strip of **styrofoam** can also be used.

CONCLUSION: Attention to matters of seemingly-small detail is the mark of a professional

SKILL: FISHING EXPERTISE

OBJECTIVE: Proper landing-net use

ITEMS
REQUIRED: Landing Net

METHOD: Display and Discussion

Note #1. The use of a gaff is not legal in the N.W.T. This should be reviewed in Module C Unit 5 Regulations

Note #2. Maneuvering the boat prior to landing net use is covered in Module C Unit 2 "Boat Handling"

Note #3. If catch-and-release is being practiced, then net use should be consistent with these aims.

The following guidelines will be useful in developing a good net handling technique.

- don't try to net the fish too early; let it tire itself
- try to position the fish on the upwind side of the boat
- have your net ready in the water; try to net the fish head first
- instruct your client to raise his rod-tip so sufficient line is left for fish movement and the rod action can absorb any sudden line-shock
- in the case of a large fish, don't depend on the handle, use the net-hoop. If you have a spare net, consider doubling up the **two** of them.
- never grab the line. Use the back of your hand if you need to deflect the line from an obstacle.
- **BE AWARE of line direction! If the fish lunges suddenly away and your client is behind you, the bow effect of the rod may pull the lure from the fish's mouth and imbed the hook in your face.

TIP: put styrofoam chips in the net handle so it won't sink if dropped.

CONCLUSION: Handling the client's trophy is important but never lose sight of safety.

MODULE B UNIT 1 LESSON 10

SKILL: FISHING EXPERTISE

OBJECTIVE: Understanding the use of technical fishing aids

ITEMS

REQUIRED: Video or hands-on demonstration of Sonar (fish locator) and PH meter

METHOD : Demonstration and Discussion

*NOTE – This lesson can be related to Module B Unit 1 Lesson 14 "Finding Fish"

Some fishermen will bring technical fishing aids with them.

Demonstrate the items and show how each is used. The guide should:

- be able to install and remove the transducer
- be able to handle the equipment with care
- become familiar with the basic operating procedures
- be able to interpret bottom structure, thermoclines, fish indications
- understand the relations of temperature and PH values to areas of fish location

CONCLUSION: The guide should be aware of technical aids used in locating fish.

SKILL: TECHNICAL SKILLS

OBJECTIVE: An awareness of knife selection and sharpening methods

ITEMS

REQUIRED: Various styles of knives, sharpening stones, crock sticks, catalogues of supply sources

METHOD : Demonstration and discussion

(1) A wide variety of knife styles exists. The guide should become familiar with types and their advantages or disadvantages.

The following categories should be examined:

- filleting knives
- commercial fish knife
- personal folding knives
- general purpose knives
- commercially produced knives
- custom knives

Consideration to nomenclature, (drop point, clip point etc.) and quality identification will be included in the discussion.

(2) Proper knife sharpening methods will be demonstrated. Emphasis will be placed on maintaining a 22 degree cutting edge, using steel, stones and crock sticks.

CONCLUSION: A knife is often the primary tool of a guide. He should be knowledgeable in its selection and maintenance.

SKILL: TECHNICAL SKILLS

OBJECTIVES: Learning knots and rope handling

ITEMS
REQUIRED: A 6 foot length of 3/8" rope for each student

METHOD : Demonstration and practice

Secure knots can be as important as survival itself. A poorly tied boat or aircraft can end in a disaster. The guide must have confidence in the knots that he will use. These should be practiced until they are a familiar addition to his skills.

Some of the elements covered in this lesson:

- how to estimate rope strength
- what effect a knot has on rope strength
- which knots are most efficient
- how to tie at least the following knots:
 - bowline
 - sheepshank
 - sheetbend
 - clovehitch
 - square knot
 - Wes's special
 - double bowline loop

The bowline is one of the preferred knots since it reduces rope strength **only** by 20%; whereas a square knot can reduce strength by 50%. For safe load handling, don't exceed 25% of the rated capacity.

CONCLUSION: The guide must be proficient in the handling of rope and tying of knots.

SKILL : AREA FAMILIARITY

OBJECTIVE: Knowing the way back

*NOTE - this lesson can be incorporated with Unit 3
"Map reading"

ITEMS

REQUIRED: Map of the lake

METHOD : Lecture, Case Study and discussion

At times a guide will be required to work in a new or unfamiliar area. Before going out on the water, he should study a map of the vicinity. Keep these points in mind:

- properly orient your map to landmarks you can see (use your compass to be certain)
- if there are a number of islands or ares of potential confusion, give them names that relate to their identification. For example: "I'll keep round island on my left and line up with finger point to find the channel home."
- if you are absolutely new to the area, ask experienced guides for landmarks to look out for. If you are the only guide, try to get out before the clients arrive to get a feel for the area.
- whether you have a map or not, remember to look back while traveling to memorize the route home.

There is no excuse for a professional guide to be lost. (Read the following article "Fishing Guides Lost on Lake. ..")

CONCLUSION: A guide must proceed carefully in new terrain and make a conscious effort to memorize landmarks.

FISHING GUIDES LOST ON LAKE CALLED 'PRETTY SAD'

Article by Bob Cox September 1985

Fishermen visiting a northern Manitoba lake this summer weren't the only ones in unfamiliar waters--their guides got lost.

Guides on Island Lake occasionally got so mixed up they had to spend the night on the lake with their irate clients, a provincial official said.

Some complaints this year make guides look like "a bunch of beer-parlour oafs who don't know what they're doing," said Paddy Barr, co-ordinator of the Manitoba Professional Guides Association.

"When guides go out and get lost, it's pretty sad."

Other complaints, Barr said, were about guides not washing up before preparing shore lunches, returning unwanted fish to the water improperly, and leaving fish guts near where clients were eating fish.

Elderly guests at one lodge complained they received a kidney-shattering ride to and from fishing spot, and their guide refused to slow down, a provincial conservation officer said.

"Very few of these people that the complaints were about had a guide's licence," Barr said, "Somebody just put them in a boat and said "Take these old geezers fishing."

While most hunting and fishing lodges employ trained and licensed guides, a few unqualified people are giving the outdoor tourism industry a bad name, Barr said.

"We don't want people thinking all the guides are like that because they're not."

Barr, who co-ordinates the guides' association from Thompson, said many complaints came to light this year because conservation officers had time to check out lodges.

The Natural Resources personnel normally are too busy fighting fires, but wet weather led to fewer outbreaks' and gave officers time for other tasks, he said.

Ike Enns, president of the Manitoba Lodges and Outfitters Association, said most guides are experts and complaints often stem from the unrealistic expectations of tourists.

"They (clients) expect the guide is almost like a god of the North and he can produce these master anglers," Enns said.

Enns, who runs the Grassy River Lodge on Reed Lake north of The Pas said one angler recently complained because he had not caught any fish five minutes after his guide stopped their boat.

Barr said provincial regulations should be changed to required licensing of all guides who escort hunters and fishermen.

Guides are required to be licensed when escorting hunters, but not fishermen, he said.

About 900 guide association members have written mandatory examinations to get their licences, he said.

All guide association members have completed a two-week course that includes training in the use of maps and compasses, camp sanitation, outboard-motor repair, first aid and survival techniques.

Enns said there are some poorly trained guides, but "any quality camp or lodge usually has its own training program."

SKILL: AREA FAMILIARITY

OBJECTIVE: Finding fish

ITEMS

REQUIRED: Charts of the lake (Hydrographies if available)

METHOD : Display and discussion

There is an old saying that 90% of the fish are found in 10% of the lake. The guide's job is to find that 10%.

Since fish travel in schools, often discovering the presence of one tells you where others are located. Fish can be found in these areas of activity:

- (1) Feeding" areas
- (2) Sanctuary areas
- (3) Travel corridors

FEEDING AREAS Species and seasons vary location importance, but the following should be considered:

(a) Rivers - areas where rivers enter or leave the body of water are a good bet to find fish. Food is either being washed into the lake or tumbled out of it, so opportunistic fish will use these areas.

(b) Sand bars or submerged island outcrops - If these occur near the river, concentrate on the areas that border deep water. Usually the steeper the break, the better the results.

(c) Wind-ward side of rocky ledges - since the agitated water washes food toward the rocky sloping shore, that is where the fish will go.

(d) Underwater ridges - These can be found by depth finders or bottom-bumping with a jig. Troll or drift along the drop off that is formed by the structure.

(e) Weed beds and weed lines - depending on the depth, species and time of year, this is another feeding area to consider.

METHOD : (CONTINUED)

Sanctuary Areas: These areas are difficult to find, and often the fish is not in a striking mood. This is his "rest-area". Normally, this can be a fairly deep structure with access to even deeper safety areas. This is usually connected to feeding areas by Travel Corridors.

Travel Corridors: The hydrographic map of the lake may disclose underwater river beds, channels that relate to a structural break, or contour lines that reveal a valley leading to a potential feeding area. These are the "roads" the fish use to travel between their sanctuary and feeding areas. Often they are on the move and looking for food.

Discuss areas of good fishing activity and develop a "profile" for the area. Have the guides talk about seasonal changes in active areas. Relate weather activity to fishing activity.

River Fishing - Define and discuss:

- pools - feeder stream confluence
- eddies - pockets

CONCLUSION: Reading the water and finding fish are important guide attributes.

SKILL : FISH HANDLING

OBJECTIVE: The guide will be aware of proper filleting techniques

ITEMS

REQUIRED: Video tape dealing with fish filleting - or a supply of fish and a guide with filleting experience

METHOD : Demonstration and lecture

NOTE : The instructor shall make himself familiar with all regulations regarding fish packaging and fish identification --this can be combined with Module C, Unit 5 (Regulations).

First - the guide should ask his client if he wants the fish filleted; some people prefer whole fish to take home.

If filleting is to be accomplished, the knife should be sharp and clean.

Remember to leave a piece of skin for identification.

Trim the fillets so **they look** appealing.

Avoid over-washing, but make sure they are clean.

Wrap the fillets so they won't freeze together.

Do not pack too many fish together.

If the guest is taking the fillets home, make sure:

- only a legal limit is prepared
his name and **licence** number is recorded on the package
the fillets are boxed and frozen with care

CONCLUSION: The guide must process fish with a minimum of waste. T¹ ?
resulting product must look clean and appealing.

SKILL: TROPHY FISH HANDLING

OBJECTIVE: The guide will be aware of the handling and preparation of trophy fish

METHOD : Lecture and display if possible

1. The correct handling of a trophy fish begins while it is still in the water. Use proper landing techniques :

- maintain control of the boat
- attempt to net the fish on the upwind side of the boat
- do not net too early - let the fish tire
- instruct the guest to keep his rod-tip up
- avoid getting the line near the motor
- **never grab the line - use the back of your hand if you must in order to keep it clear of the prop
- put the net in the water gently
- once the fish is boated - cover him with a moist cloth to keep him from drying out

2. At camp, take time to pose photographs carefully (See photography, Unit 6) The photograph will last as a constant reminder - it is also useful for the taxidermist in colouring the fish. Try also to have a photo taken of you and the client and the fish.

3. Remove slime from fish before freezing.

- cut cardboard protectors for the tail
- keep the fish as straight as possible
- wrap in clean paper (never newsprint)
- pack the fish carefully in a cardboard box - secure for shipment to the taxidermist

METHOD: (CONTINUED)

4. If freezing is not possible for a few days- ask the client in which position he wishes to mount the fish (facing left or right). This can be determined by choosing the "best side". On the opposite side, in the middle, make about a 3" cut. Remove all entrails through this hole. You will have to use a long **bladed** knife to cut the throat and anus **end** of the intestines from inside. Remove the gills only if there is definite danger of rot. Keep the fish cool and covered.

CONCLUSION:

The trophy fish is a great prize to the client. Treat the fish carefully. Later, when it is mounted, the client will mention you as his guide--so your reputation will depend partially on how you treat this trophy.

MODULE B

UNIT TWO: Fish Information

LESSON 1: Area Specific Fish - Their histories and
parasites

LESSON 2: Proper catch and release methods

SKILL: FISH KNOWLEDGE

OBJECTIVE: Learning about specific sport fish of the area

ITEMS

REQUIRED: (1) Underwater World Fact Sheets (published by: Communications Directorate Department of Fisheries and Oceans, Ottawa, Ontario K1A 0E6)
(2) Common Diseases and Parasites of Fresh-Water Fishes in British Columbia, N. G. Northcote: Management Publication No. 6, British Columbia Game Commission 1957
(3) A Guide to the Freshwater Sport Fishes of Canada D. E. McAllister, E. J. Crossman, Nat'l Museums of Canada, Ottawa, 1973

METHOD : Lecture and Discussion

The Description, distribution, reproduction and habits of the specific game fish of the area will be studied. (See following pages). In addition, relevant parasites and abnormalities will be discussed.

Ask the guides for any other information they may have to add. Discuss the favourite lures of the area for the local fish species.

CONCLUSION: A guide will have to deal with questions from his client. He mustn't "guess" at his information.

INFORMATIONARCTIC CHAR

DESCRIPTION : The char is a member of the salmon family. It differs from the trout in that it has teeth only in the forward central part of its mouth, and some of the bone structure of this area (boat-shaped bone upper-mouth) identifies the family grouping. The fine imbedded scales give the skin a smooth texture: Normally silvery coloured with blue/green shading and sometimes with small pink dots, the char changes to dramatic spawning colours.

Four species of char exist: Eastern brook trout, Dolly Varden Trout, Lake Trout, and Arctic Char.

DISTRIBUTION: It is found in pure cold cercumpolar waters. Two principal groups are formed by the smaller landlocked freshwater variety and the sea-run (ANADROMOUS) variety. The latter weighing 2.3 to 4.5 kg. (5 - 10 pounds) normally, although larger in some areas. (1970 Tree River record 12.2 Kg. (26.8 pounds)).

REPRODUCTION : Char spawn first at 10 years of age, and every second or 3rd year after that. In reproductive years it doesn't usually migrate to the sea. A colour change signals the spawning phase. The normal silver gradually becomes orange then red and finally vermilion. The leading edges of lower fins and an upper jaw fold turn white. The males develop a protuding hook on the lower jaw. Spawning temperature of 4 degrees C. occurs in September or October in northern regions.

The female releases 3000 to 7000 eggs below eventual ice levels. These eggs hatch approximately in April and develop into fry by break-up (mid-July).

HABITS : Sea migration occurs around the 5th year at a size of 15 to 20 cm. The fish returns before ice-up; often the largest return first. During winter it usually doesn't eat, but lives on its fat reserves. This account for a slow growth pattern so 12 years later at full growth it weighs 2.5 - 3 kg. It can live to 30 without an appreciable gain in weight, although an example of potential is the Russian record of 15.4 kg.

LURES : Since the char usually feeds on smaller fish, lures that imitate these are successful. Spoons are a good choice in the style of Little Cleo, Rocket Dev'lette or Pixee. Flies are also effective, especially streamers.

WALLEYE

DESCRIPTION : The Walleye is probably the most economically valuable fresh-water fish in Canada. A member of the perch family, it is also known as pickerel, pike perch, dore and wall-eyed pike. Normally its coloration consists of dark green on the back, yellow on the sides and white on the belly. These are variable depending on habitat, and more vivid **colours** are seen in clear water dwellers. Typical to the species is a dark blotch at the base of the first dorsal fin and a white tip on the lower **caudal** fin. The average weight is about 1 Kg., while the record (Tennessee) is approximately 11 Kg.

DISTRIBUTION : Generally dispersed throughout tree-line locations up to Great Bear Lake and the MacKenzie River delta.

REPRODUCTION : Depending on latitude, spawning can occur in spring or early summer, but can be omitted if the water temperature is not favorable (6 'to 11' C). The males move to the spawning grounds first--usually rocky areas or gravel shoals. Females deposit 25,000 to 600,000 eggs during a single night, and these can be fertilized by more than one male. The success rate for fertilization is from 5 to 20 percent. The eggs hatch in 12 to 18 days and within 2 weeks, the young move to upper levels of open water. These return to the bottom levels at the end of summer. Growth is slow in the north; however females grow more quickly than males.

HABITS: Walleye have a special light-sensitive layer in their eyes. This accounts for their name and for the twilight or dark feeding habits. They are sensitive to bright light and spend daylight near the bottom of the lake. During winter they tend to use the same habitat, but preferring thicker layers of snow or ice while avoiding strong currents.

Walleye remain in loose but separate schools with separate spawning grounds. Maturity occurs at 2 to 4 years for males and 3 to 6 years for females. In the north, these fish can live longer than 20 years.

Parasites are common to the walleyes, protozoans, trematodes, cestodes, nematodes, and even broad tapeworm can be present, as well as black-spot and yellow grub. These are successfully killed by cooking.

Dermal sarcoma, a viral disease, creates pink tumour-like lesions on the body. This seems less prevalent in summer water temperature.

LURES: Since Walleye feed on fish, a 'loak-baiter lure is usually

successful . Fish on or near the bottom, and use slow movements. The best results are pre-dawn or twilight. Some lure suggestion are: flatfish, Rapalla, 5 of Diamond, River Runt, Daredevil, Spinnerbaits and jigs.

Remember to "set-the-hook" since the hard mouth of the walleye can result in the hook not imbedding by the fish feeding action.

LAKE TROUT

DESCRIPTION : One of the members of the Char family and closely related to trout and salmon, **Salvelinus Namaycush**, is a very desirable sport-fish. Depending upon light and temperature conditions, coloration can be olive grey to light grey on the back, pale yellow on side, often with a red shade below. Front edges of lower fins are usually orange in northern fish, and white in the south. Large lakes produce an over-all silvery colour. It is distinguished by the deeply forked tail, and teeth which grow on both jaws, inner mouth and tongue.

A 47 Kg. trout was netted in Lake Athabaska in 1961.

DISTRIBUTION: Widely distributed across the North and even found on some of the Arctic islands. Found naturally only in North America, some have been planted in New Zealand, South America and Sweden.

REPRODUCTION : Maturity can occur as early as 6 years in the South to 12 at Great Slave or 16 at Great Bear. Usually they spawn every second autumn, but in the North, this can be extended to every third year.

Females lay from 1,000 to 15,000 eggs among rocks at depths of 5 to 37 meters in 8 - 13 degree C temperature. The eggs hatch between March to June and the young spend the next few years in shallows.

Slow growth is witnessed in the North. A 10 year old trout can be as large as 5.5 Kg. in Utah or as small as 1 Kg. in Great Bear. This accounts for the inability of Lakers to, withstand heavy fishing. Catch limits in Great Bear and Great Slave are lower than elsewhere.

HABITS : Cold water (4' -10'C) is preferred. In the South, deep dwellers, in the North, closer to surface. In the Spring and Fall they swim over ledges or along rocky shorelines at a depth of a few meters. Not great travelers, 25 km. is a major range with the majority traveling much less. Longest recorded distance was 268 km. They seem to return to the same spawning grounds.

LURES : Lakers can be taken by all types of fishing styles. Spring and Fall are great for fly fishermen using streamer flies. Casting and trolling are the normal methods. Some of the better known lures are:

- | | |
|-------------------|----------------------|
| -Williams Wobbler | -5 of Diamonds |
| -Daredevil | -Doctor Spoon |
| -Half Wove | -Giant Mepps Spinner |

-Large Rapella

-Sutton Spoon

Whichever lure is used, be sure to give it lots of action, and if trolling, vary the pattern.

ARCTIC GRAYLING

DESCRIPTION : The distinctive iridescent dorsal fin is the identifier of this species. Generally shades of grey and silver, the grayling quickly loses its iridescent colours out of the water.

DISTRIBUTION : Generally found in clear streams, the grayling will occasionally be found in lake areas in the vicinity of in or out-flows .

REPRODUCTION : At about 3 years of maturity, the grayling spawns in spring, producing about 1,000 to 13,000 eggs. Males defend a specific area and the females deposit eggs without a nest construction. Males grow larger than females, and 2 to 3 pounds is an average large weight. Great Slave Lake produced a 5 pound specimen.

HABITS : Often small schools will congregate in the deeper pools of a clear stream. Flies constitute a major food source and the grayling usually follows his target downstream a short distance before leaping out of the water or taking the fly with a quick surface jab.

LURES : Graylings prefer dark flies like:
-black gnat
-gray or brown Hackle
-Black ant
-Stone fly Dark Cahill

Small spoons (red, white, gold, silver) and small spinners are also useful.

NORTHERN PIKE

DESCRIPTION : The Pike is long and slender and has a flattened snout. Dorsal and anal fins are placed near the tail. A camouflaged colouring of green to olive/brown changes to yellow-white on the belly. Yellow or white ovals exist in longitudinal rows on the body.

DISTRIBUTION: Pike occupy wide ranges that are both circumpolar and south extending. It is usually found in warm, slow vegetated rivers or weedy bays.

REPRODUCTION : Spawning occurs in the spring usually in shallow areas of bays, marshes or inlet streams. A female is accompanied by two or more males who fertilize the 30,000 to 100,000 eggs. Maturity occurs about the fourth year.

HABITS : Pike are voracious feeders, which make this abundant game fish an easy one to catch. Springtime shallows give way to deeper water areas of pike activity for the summer. Weedy bays; weed lines and river entry areas are favourite haunts.

LURES : A wide variety of lures will catch pike. Its difficult to find one it will refuse---Spoons, plugs, spinners, streamers and jigs can all be used successfully.

SKILL: FISH HANDLING

OBJECTIVE: Proper catch and release methods

ITEMS

REQUIRED: Video - Catch and Release, some hooks, pliers and file

METHOD : Discussion, video and on-the-land demonstration

Many sportsmen simply enjoy the act of catching fish. Since there is a limit on the fish they can keep-they wish to catch fish in order to let them go.

If a fisherman wishes to use "catch and release methods" inform him that he may do so--only if the fish are unharmed. Use pliers to squeeze the barbs shut on the hooks. Use a file if the hook is hardened. (Another benefit of this is increased safety in case a hook pierces a person) .

If a fish is bleeding badly and does not look as if it will live, it should not be released. Instead it should be added to his catch and he should stop fishing for the day.

*Note: This is a good point for discussion. If the guides wish to follow this they should inform their client from the beginning.

In order to "catch and release" responsibly:

- keep fish in the water. With barbless hooks and pliers, the fish can be released without touching it.
- use small mesh nets. This prevents the gills from becoming damaged.
- wet your hands and net before touching the fish. Try not to remove the protective slime from the fish or it will get sick and die later.

MODULE B

UNIT THREE: Navigation

- LESSON 1: Map symbols
- LESSON 2: Longitude and latitude
- LESSON 3: Compass bearings
- LESSON 4: Compass - land use
- LESSON 5: Compass - map use
- LESSON 6: Sun and watch for navigation
- LESSON 7: Navigation at night

MODULE B UNIT 2 LESSON 2

METHOD: (CONTINUED)

- Do not touch the gills
- Do not squeeze the eyes
- Do not apply excessive pressure
- Handle the fish carefully. You may have to move the fish back and forth in the water, giving him "artificial respiration" so he will survive
- treat the fish with respect. If it is a large fish, it may be much older than you. It takes a long time for fish to grow in cold water

CONCLUSION:

Catch and release is permissible but must be done skillfully. As a guide, you have a responsibility to your heritage and the resource, as well as to your client.

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
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.

OBJECTIVE: Determining a compass bearing.

ITEMS
REQUIRED: A class set of **silva** compasses.

METHOD : Lecture and display.

Examine the construction of the **Silva** compass. Indicate to the group that the compass has a North-seeking needle, a **moveable** housing marked in degrees, and a direction-of-travel indicator.

STEP 1. aim at an object with the **direction-of-travel** arrow.

STEP 2. Slowly, turn the housing until the North-seeking needle and "N" line up .

STEP 3. **READ** the bearing in degrees found at the extension of the **direction-of-travel** arrow.

Repeat this exercise until the guides are proficient in reading the magnetic bearing.

CONCLUSION: The magnetic bearing of a landmark can be determined by use of the compass.

SKILL : DIRECTION FINDING.

OBJECTIVE: Use of the compass without a map.

ITEMS
REQUIRED: Class set of compasses (Silva-type)

METHOD : Since this lesson is designed to build confidence in compass use, it should be repeated until the guides are comfortable in the application.

STEP 1. In a clear area, line up a group of students. At the start of the exercise each student drops a personal item by his feet. Using the methods learned in Lesson 3 have them accurately measure the magnetic bearing of a distant landmark.

STEP 2. Maintaining a straight course, have the students travel a fixed distance in this direction (30 to 100 paces).

STEP 3. Turning the moveable housing, add 120' to the original bearing.

STEP 4. Re-orient the students' bodies so magnetic North again lines up with "N", while the direction of travel arrow now points to a new landmark. Have them pace off the exact number of steps as they did earlier.

STEP 5. Once again, add 120' to the compass bearing. Re-orient to the new landmark and pace the same number of steps.

If this is done correctly, they will be standing beside the item they dropped in the beginning.

CONCLUSION: The compass is a highly reliable accurate tool of the guide.

SKILL: DIRECTION FINDING

* NOTE : The compass exercises are optional,
dependent upon area of usefulness.

OBJECTIVE: Use of the compass with a map.

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 60' 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 Pangnirtung is 48' West Variation.

Remember:

"Variation east - magnetic least (Minus)"
"Variation west - magnetic best (Plus)"

METHOD: (continued)

If the true bearing of the first part of this exercise is 60', then to follow this course in Trout Lake, your compass direction would be $60 - 30 = 30'$.

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

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 areas of compass reliability, the guide should be proficient in the use of the compass.

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 hour 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. for 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 times 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 watch can be achieved by reference to the pole star. This can also be used to identify local variation.

MODULE B

UNIT FOUR: Survival techniques

- LESSON 1: Cold water immersion
- LESSON 2: Survival attitude
- LESSON 3: Survival - case study
- LESSON 4: Equipment
- LESSON 5: Appropriate clothing

SKILL: SURVIVAL TECHNIQUES

OBJECTIVE: Understanding Cold Water Survival

METHOD : Lecture and Discussion

*Note - This lesson can be reviewed during "HYPOTHERMIA" and "SAFETY" portion of the course.

Cold water kills. The guide has to know how to increase survival time. Generally, in 50 degree F (10 degree C) water a person can survive 1 1/2 to 3 hours or more. Colder water reduces the time available, while other personal differences also affect this.

Body Factors

- extra body fat prolongs survival time
- women will last longer than men of comparable size.
- children lose heat very quickly
- male children lose heat faster than females

Given these factors, the guide will organize his people so if all are in cold water:

- (a) small children are placed in the centre of a huddle.
- (b) given a choice, a male child should be pulled out of the water before a female.
- (c) smaller persons are pulled out before larger ones.

Movement Factors

- drownproofing results in an 82% increase in heat loss
- treading water results in an 35% increase in heat loss
- swimming without a life jacket -- extremely short survival time

Positive Factors

- Life jacket use -- 35% increase in time
- Use of the H.E.L.P. or huddle position increases time 50%
- close vest and simple flotation jacket 50 to 75% increase
- U-VIC jacket with shorts up to 250% increase

CONCLUSIONS:

The guide must be aware of how to maximize cold water survival time.

MODULE B UNIT 4 LESSON 2

SKILL: SURVIVAL TECHNIQUES

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

METHOD : Discussion

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:

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, make signals--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.

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, **delerious** 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 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, **delerious** 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.

The following article was written by Wes Werbowy and appeared in the Fall issue 1985, of Northern Ontario Sportsman. It can be used as a case study in survival.

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 purchased 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.

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.

CONCLUSION:

The guide must be able to sustain a positive survival attitude and lead others in that direction.

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.

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 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!

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 a 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)



unable to proceed

all is well

CONCLUSION:

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

SKILL: SURVIVAL EQUIPMENT

OBJECTIVE: The guide's survival pack

METHOD : Discussion and Display

*Note - review in "safety" Module B Unit 5
Lesson 4 Drowning of Great Bear

Have the guides suggest a list of survival items that they can easily carry in a small pack.

Some of the items could include:

- matches or lighters
- candle
- first aid equipment
- signalling** device (mirror/flares)
- small rope
- knife (**swiss** army with saw)
- compass
- fishing line and hooks
- snare wire
- tape
- space blanket
- garbage bag (plastic for ground sheet or raincoat)
- small pliers, tin can etc.
- granola bars

Display personal fanny pack and included items.

- show how a coffee can with a taped lid can double as a tea-pot/kit-holder.
- suggest a list of items to be left on boat at all times (tarp, rope, matches tool kit, etc)

CONCLUSION: The guide is prepared for emergency situations.

SKILL: SURVIVAL EQUIPMENT

OBJECTIVE: Dressing for the elements.

METHOD : Lecture and discussion

The guide must protect himself so he is in shape to help others. For example, dressed in blue jeans and a jean jacket, the guide can become hypothermic in a cool wet wind. Dressing in wool, wearing a hat, or using a Gor-Tex shell can easily prevent this.

Discussion:

(1) Headgear - 50% of the body's heat is lost through the head.
-suggestions for types of headgear (wool watchcaps or **Gor-tex** caps)

(2) Blue jeans vs. Wool pants - blue jeans "wick" moisture and loose heat -- whereas wool still maintains 85% thermal efficiency when wet.

(3) Wet vs. dry The body loses heat 25 times faster when it is wet. Discuss the relative merits of **Gor-tex** and other "high-tech" synthetics as compared to rubber suits.

(4) Boots vs. running shoes Discuss the merits of dry feet and the methods of keeping them that way:
-**gor-tex** boots
-leather treated with SNO-Seal
-rubber boots and felt liners

(5) Gloves - **Gor-tex**/rubber/leather

CONCLUSION: The guide must dress professionally to maintain his efficiency.

MODULE B

'UNIT FIVE: Safety and First-aid

- LESSON 1: Safety attitudes
- LESSON 2: Water safety
- LESSON 3: Boat and fuel safety
- LESSON 4: Case study - N.W.T. tragedies
- LESSON 5: Examining various flotation devices
- LESSON 6: Lifejackets and survival rates
- LESSON 7: Fish hook hazards
- LESSON 8: Campsite hazards
- LESSON 9: Treatment for choking
- LESSON 10: Recovery position
- LESSON 11: Treating the unconscious person
- LESSON 12: Artificial respiration (3 methods)
- LESSON 13: Shock
- LESSON 14: Bleeding
- LESSON 15: Slings
- LESSON 16: Bone and joint injuries
- LESSON 17: Splinting and bandaging
- LESSON 18: Neck, head and spine injuries
- LESSON 19: Burns and scalds
- LESSON 20: Heat cramps and exhaustion
- LESSON 21: Diabetic coma and Insulin shock
- LESSON 22: Transportation
- LESSON 23: Hypothermia
- LESSON 24: Near-drowning

MODULE B UNIT 5 LESSON 1

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 the 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 the 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 :

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

METHOD: (CONTINUED)

- 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
- tidy clean boats
- survival equipment and extra food
- first aid kit and knowledge of its use
- watching fires carefully
- clean camp area
- good hygiene practices
- telling the client what is expected of his actions
- 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.

MODULE B UNIT 5 LESSON 2

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.

MODULE B UNIT 5 LESSON 3

SKILL: SAFETY AWARENESS

OBJECTIVE : Boat and Fuel related safety

METHOD : Discussion and Questions

*The booklet "Safe Boating Guide" can be obtained from Transport Canada along with their "Alert Boater's kit.". Given enough lead time, the local R.C.M.P. detachment can receive these and an officer may be available as a guest speaker.

Ask the guides to point out hazards in fueling. The list should include:

- the danger of smoking near gas
- spilled gas in the boat
- leaky fuel lines or carburetor
- leaky containers, or containers with improper caps
- poor storage facilities
- improper fueling practices (motor running etc.)

At times a lack of sufficient fuel is a hazard. Bring out the potential of shifting winds and weather changes which could cause the guide to use more than the normal amount of fuel. Make the parallel between guide/captain/pilot... the professional double checks fuel quantity and safety. Remember a **20%** throttle-back can cut fuel consumption by 50%; a 40% throttle-back saves 66%.

CONCLUSION: Safe fuel handling is one of the first considerations of the guide.

SKILL: SAFETY AWARENESS

OBJECTIVE: (1) Understanding the need for **lifejackets**.
 (2) Understanding the need for Professional safety **measures**.

METHOD : Case Study

CASE STUDY #1

Location: Great Bear Lake

Scene: A guide (19 years old) and two **clients** (man and wife about 60 years old) set out for a day's fishing On Great Bear Lake. It was an unusually warm August day, nearly 80 degrees F, so the guide **wore blue** jeans, a T-shirt and a jean jacket. His two clients wore close-fitting rain suits. Besides the seat cushions, there were no life saving items, emergency equipment or extra jackets.

A strong wind came up so that the return to the lodge was not possible. A cold, wet night followed in which the temperature dropped to 36 degrees F. The boaters put in at an island, along with **several** other guides and their clients. By morning, the storm had not quit but there was definite pressure to return to the lodge.

Three boats started out. No "buddy-system" was used, and the last boat turned over while traveling across a reef. For the first fifteen minutes, the three clung to the boat. By the twenty minute point the guide slipped from view. The two tourists washed ashore ten minutes later.

Results: The guide drowned--the two guests survived.

Questions:

1. Where did the problem begin?
2. How could this be prevented?
3. Suggest some items that should always be carried.
4. Do you think the guides's age is part of the problem? Why or why not?
5. What influenced the guide's decision to leave the island?
6. Why did the guide have less strength than his older clients?
7. Suggest ways in which you would have done things differently.

Method (continued)

CASE STUDY #2

Location: Baker Lake

Scene: A 51 year old sport fisherman was impatient with several delays and the last few days of bad weather. He was determined to catch "the big one" before he left so he asked his guide (approximately 55 years old) to take him into a dangerous stretch of rapids in order to fish. The older guide refused, saying it was too risky. The Sport fisherman then went to another canoe and asked another guide (24 years old) to take him into the rapids. Five people were in the freighter canoe when it capsized. Three who were wearing life-jackets survived the near-freezing water; the guide and the older sport fisherman did not have theirs on, although the jackets were in the boat.

Results: Two drowned--three saved.

Questions:

1. Where did the problem begin?
2. How could this be prevented?

CASE STUDY #3

For subsequent case studies, have the guides relate similar personal experiences in which they have an involvement. Have them tell about items they've heard or seen in which safety has been compromised. After the facts are given, have the group discuss how things could be made safer.

CONCLUSION: The guide is responsible for the safety of his clients. Lifejackets must be worn at all times while boating.

SKILL: SAFETY AWARENESS

OBJECTIVE: An examination of various flotation devices and their relative efficiency.

METHOD : Lecture and Display

*NOTE - The items required include various types of flotation devices. A U-VIC thermofloat jacket should be displayed.

During the display, the advantages and disadvantages of **each** type of device should be covered. Both the boat-cushion and "horse-shoe" types have drawbacks in that they tend to remain in the boat if the person is thrown into the water. They suffice as "psychological" devices since during an emergency the time-element precludes their use. Even if used, they do not give any protection from hypothermia, as would the U-VIC or jacket-type.

The various types could include:

- life saving cushion
- foam filled vest-type
- foam filled small vessel type (horse-shoe)
- standard life-jacket (Kapok-horse-shoe)
- vinyl-coated unicellular foam vest-type
- foam filled nylon vest-type
- foam filled nylon jacket-type
- foam filled cover-all type
- survival suit

CONCLUSION: Various types of flotation devices exist. The guide should be aware of the uses and limitations of each type.

SKILL: SAFETY AWARENESS

OBJECTIVE: Examining survival rates compared to Lifejacket types.

METHOD : Lecture

***NOTE** - this lesson can be reviewed in both the "Hypothermia" and "survival" sections of **Module B**

The normal body-core temperature is 98.6 degrees F (37 degrees C.) If this **lowers** by **only 10** degrees the person usually becomes unconscious (89.6 degrees F or 32 degrees C). A further lowering of body core temperature can result in death.

Assuming a water temperature of 50 degrees F (10 degrees C) a person's chances for survival depend on the type of flotation device he has.

For example:

| <u>WITHOUT FLOTATION</u> | <u>SURVIVAL TIME</u> |
|--------------------------|----------------------|
| Drownproofing | 1.5 hours |
| Treading water | 2.0 hours |
| <u>WITH FLOTATION</u> | <u>SURVIVAL TIME</u> |
| Swimming slowly | 2.0 hours |
| Holding still | 2.7 hours |
| H.E.L.P. | 4.0 hours |
| Huddle | 4.0 hours |
| FLOTATION JACKET | 7.0 hours |
| COVERALL TYPE | 10.0+hours |

Swimming creates a 35% faster heat loss, while drownproofing increases this to 82%. Both the huddling and the H.E.L.P. increase survival time by 50%. The colder the water, the shorter the survival time.

CONCLUSION: Every guide should have his own flotation jacket.

SKILL: SAFETY AWARENESS

OBJECTIVE: Fish hook hazards

METHOD : Discussion and demonstration

Have the guides list potential hazards that can occur with fish hooks. This list should include:

- poor casting techniques
- careless placement of hooks on seats
- careless positioning of **tackleboxes** where they can be spilled
- lures left** on the lines while traveling to another spot
- lures dragging the water while the boat is traveling
- hooks left on lines while the occupants enter the boat
- handling rods which still have lures attached
- snagged lines close to the boat, where excessive force is used to pull it free
- the catapulting of a lure from a fish's mouth by excessive rod-tip pressure
- dangers involved in trying to untangle a thrashing fish in the boat

Have the guides relate personal stories of fish-hook incidents.

Using a suitable material and an imbedded fish hook, demonstrate the "rubber **band**" or fish line system of hook removal. Demonstrate the sewing needle method of barb disengagement.

CONCLUSIONS : The guide must be aware of the potential hazards of fish-hook use and how to deal with these.

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 campsite.

This should include at least:

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

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

A comprehensive C.P.R. 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.

What follows is the basic minimum in which each guide should show proficiency as a prerequisite for the C.P.R. training.

SKILL: BASIC FIRST AID (Choking)

OBJECTIVE: The guide will be familiar with 2 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) 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 becomes unconscious.

MODULE B UNIT 5 LESSON 9

METHOD : (B) 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.

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 limb.
- 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.

SKILL: PROCEDURES DEALING WITH THE UNCONSCIOUS CASUALTY

OBJECTIVE: 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
- 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.

SKILL: EFFECTIVE USE OF ARTIFICIAL RESPIRATION

OBJECTIVE: 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 the 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)

(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.

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.

MODULE B UNIT 5 LESSON 12

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

- 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.
- Signs and Symptoms of Shock:
- paleness
 - cold and clammy skin/sweating
 - faintness
 - thirst
 - nausea and vomiting
 - 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.
 - stabilize serious fractures.
 - treat wounds or burns.
 - position subject with head low and to one side.
 - keep subject warm ($\frac{a}{b}$ use hot-water bottles).
 - if the subject is unconscious place in recovery position.
 - 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.
 - get medical aid immediately.
- CONCLUSION:** The symptoms of shock indicate a cause. Treat the cause first.

SKILL: RECOGNIZE MAJOR AND MINOR BLEEDING WOUNDS

- OBJECTIVE:
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 keeping 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 the 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 bandages.

-if the subject is ^{cold} ~~the~~ or cold and 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.

-if the blood soaks through the first dressing, apply another dressing over the first one.

METHOD: . . .

- do not remove the first dressing. This only disturbs the wound.
- have the subject rest and elevate the wound.
- get ~~phone~~ help as soon as possible.

(D) Imbedded Objects

- remove the object, only if this is a safe procedure, and treat as a severe wound.
- if the object cannot be moved, apply pressure around the foreign body firmly but gently.
- if nothing else can be done for a short period cover as much as possible to prevent further contamination or infection.
- 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 ~~...~~ from further injury.

(E) Special Cases

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

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

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

METHOD: (CONTINUED)

Bandaging a stump (severe hand or foot 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.

-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.

SKILL : PROPER USE SLINGS

OBJECTIVE: Guide will know two methods of slings

METHOD : Lecture, demonstration and practice

(A) The arm

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 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 mobil

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, it fra 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 :

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.

SKILL: INJURIES TO BONES AND JOINTS

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

METHOD : Lectures, demonstrations and practice

Fractures are classified as:

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

Symptoms:

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

Treatment:

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

Splinting:

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

METHOD : (CONTINUED)

- traction is a **slow**, steady pull on the hand and 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.

SKILL: PREPARING INJURED SUBJECT FOR MOVING TO MEDICAL AID

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

METHOD : Lecture, demonstrations 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 compressed 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.

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.
- 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.
- hold this support by tying to the stretcher.
- 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.

- one of the most crucial of all possible breaks.
- do not move the subject unless absolutely necessary.
- Preparations to move the subject:

1. with padding between the thighs, knees and ankles firmly support the shoulders and pelvis.
2. tie the ankles and feet together

METHOD : (CONTINUED)

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 it may be possible to slip a board the 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 handle someone in this category.

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 occur

Do not

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

Get medical help 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.

SKILL: HEAT CRAMPS AND EXHAUSTION

OBJECTIVE: The guide will learn to prevent and treat heat illnesses.

METHOD : Lecture.

Prevention

- avoid excessive activities during the hotter times of the day
- dress in appropriate clothing (loose and light)
- use salt tablets or add one-half teaspoon of salt to one pint of water
- encourage rest periods in breezy areas
- sponge with cold water

Heat cramps

- heat cramps are caused by loss of body salt. Symptoms are painful muscle spasms in arms, legs and abdomen
- the subject should rest in a cool area and be given salt tablets and water to drink

Heat Exhaustion

- heat exhaustion may be caused by exposure to excessive heat. Keep in mind heat affects people differently. Symptoms are:
 - muscular cramps
 - dizziness - headaches
 - exhaustion
 - restlessness
 - facial pallor - cold and clammy
 - weak pulse
 - rapid/shallow breathing
 - fainting/unconsciousness

METHOD : (CONTINUED)

-treatment: place subject in cool area and seek
medical aid if subject does not regain consciousness.

CONCLUSION: Heat illness may occur in clients on a sunny day while
fishing. Be alert for the signs.

SKILL: DIABETES

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
- frantic* 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 meeting phase, the guide should inquire whether there is any medical present he should know about. He should then watch his client for symptoms.

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 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 if two people carrying the subject
- subject could be carried secured tied to a chair

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

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. Read the letter from a former student Ohito Ashoona.

Hypothermia kills.

Hypothermia is the loss of heat from your body core.

Causes:

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

Symptoms:

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

- shivering
- slurred speach
- incoherence
- fumbling hands
- stumbling
- drowsiness
- exhaustion
- extremities (arms/legs) nd functioning

Prevention

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

METHOD : CTIVE:

-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
- put on more clothing if available
- find shelter using Least amount of energy (a snow bank can be shelter)
- apply heat to the head, neck and body trunk
- apply active warming to the extremities (hands, arms, and feet) when the subject starts to shiver

Severe hypothermia:

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

CONCLUSION:

guide must watch for signs of hypothermia in subject 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.

SKILL: NEAR DROWNING IN COLD WATER

OBJECTIVE: The guide will learn the Do's and Don't 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 cardio-pulmonary 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 SIX: Photography

- LESSON 1: Basic Photography
- LESSON 2: Principles of photography
- LESSON 3: Photo composition
- LESSON 4: Trophy photography
- LESSON 5: Technical photography

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 ' in a tent; types of film for extra brightness in spring; protection from water, i.e. rafting and canoeing; proper packing ; transportation--skidoo ; to see hat + equipment such as battery ; 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.

SKILL: PHOTOGRAPHY

OBJECTIVES: Understanding:

- principles of photography 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 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 is considered
- angles and their relationship to the completed photo are examined
- the arrangement of the game and client, detail awareness, blood, etc., are taken into consideration

METHOD : Lecture and demonstration.

*** 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.

*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.

SKILL: POSING OF PHOTOS

OBJECTIVE: Posing with Fish

METHOD : Lecture and Display

Using outdoor magazines, photos, brochures, slides or other visual aids, point out favorable photos. Several elements should be covered regarding posed photos .

- Try to take the photo as soon as possible after the event. In this way, the fish will still have vibrant and it won't look dried out. The guest also will still be elated with his catch and this expression will be captured.
- Get close to your subject. Try to have the client and fish fill the frame. Be careful to notice any possible cutting-off of feet or arms or portion of the fish.
- Wipe the fish or dip it in the water. This removes any blood traces that may emanate from the gills. It also gives a glistening effect to the skin of the fish.
- Present the side view of the fish. Avoid photographing the dorsal or belly view since this makes the fish look snake-like and diminishes its effect.
- Try to use an "up" angle. If the camera is slightly lower than the subject, the result will be more dramatic.
- Take more than one photo. This trophy deserves the best treatment, so don't take chances--get extra photos using a bracketing of exposures.
- If a flash is available, try it. Even in sunlight, a flash will often fill in areas that would otherwise remain dark.
- Watch the sun's direction. Avoid backlighting your client.
- Remember to try a vertical format. If your client is standing up, holding the fish vertically, use the longitudinal viewfinder to give the best effect.

CONCLUSION: The trophy fish is a lasting promotional tool if the photograph is effective.

SKILL: PHOTOGRAPHY

Taking photos for the taxidermist

METHOD : Lecture and display

In the case that your guest wishes to have his trophy fish mounted by a taxidermist, take a few photos of the fish itself. Since a fish quickly loses its vibrant color, the photo should be taken as soon as possible.

Remember that the fish will be virtually colorless by the time the taxidermist receives it. Then, the taxidermist will paint the coloration he believes to be proper. In some cases, this can make the client's familiar trophy into a total stranger. For example, if the client's fish was a sea-run Char of silver and gun-metal iridescence, imagine the shock if the mounted Char is painted the red and orange of spawning time.

Place the fish on a flat surface so the sun strikes it evenly. Filling the viewfinder and focusing sharply, take several photos at bracketed exposures. For added professionalism, measure the fork length and the girth and include this information with the fish.

By taking this amount of care, you will ensure that your client's trophy receives the best attention.

CONCLUSION: A trophy fish photo should capture the proper color and composition for the taxidermist's work.

MODULE C

UNIT ONE: PRACTICAL EXPERTISE

- LESSON 1: Understanding the training considerations
- LESSON 2: Administration requirements
- LESSON 3: Planning the event
- LESSON 4: Confirmation of requirements
- LESSON 5: Checklist development
- LESSON 6: Client preparation

MODULE C: ADMINISTRATION AND PRESENTATION

UNIT ONE: Practical Expertise
UNIT TWO: Boating knowledge
UNIT THREE: On-the-land considerations
UNIT FOUR: Wilderness cooking
UNIT FIVE: Regulations

SKILL: PRACTICAL EXPERTISE
 OBJECTIVE: Understanding the training considerations
 METHOD : Lecture/Discussion

Depending on the location and student mix, the instructor will adapt the on-the-land exercise to provide the most appropriate learning experience. The material is relevant for Lodge-based guides, fish-camp guides, or those interested in entrepreneurial, items related guiding or outfitting. In any case, the flexibility will allow site-specific emphasis on the organization of the land segment.

Some of the aspects that will be covered on the land include:

- prepacking of food and materials for travel.
- check-list verification of items.
- boat 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 fishing/guiding techniques/filleting.
- direction finding and map reading.
- role plays and case studies to reinforce possible situation handling.
- motor maintenance.
- review of knots and splices.
- photography--posing of fishermen and trophies.
- examination of area attractions.
- entertainment, stories and traditions.

The list is terminated only by time considerations.

CONCLUSION: This exercise is the proving ground for the tourism venture. Point out the marketable prospects of the area.

SKILL: EVENT ADMINISTRATION

OBJECTIVE: The guide will become aware of the administration required in Lodge, fish-camp or outfitter enterprises

ITEMS

REQUIRED: (Optional - Slide Presentation showing all processes)

METHOD : Question and Discussion (role play items a-d)
Ask the guides: "What are the steps involved in a successful tourism-related event?"

Their responses should include:

- (a) Initial client contact (by phone or letter).
- (b) Closing the sale of services (booking).
- (c) Receiving the deposit.
- (d) Confirmation of dates and deposit receipt.
- (e) Planning the event.
- (f) Checking that all is in order.
- (g) Confirming the availability of supplies and transportation.
- (h) Checklist development.
- (i) Meeting and greeting the client (pre-briefing).
- (j) Checking the client's equipment.
- (k) Delivering the service (involving local interests if appropriate) .
- (l) Looking after trophies.
- (m) Farewells and final arrangements.

For items a - d inclusive, arrange a role-play to simulate a telephone conversation with a prospective client. Show the follow-up required for booking dates.

CONCLUSION: An administrator may have to delegate the responsibilities for specific actions, but he is to see that they are carried out" properly.

SKILL: EVENT PLANNING

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 tourism-related event.
- explain why a well-organized trip is absolutely essential to ensure that the client has good experiences.

ITEMS

REQUIRED: Maps, writing materials, guest operator (if possible).

METHOD : 1. Discuss with the guides why a well-planned event is important.

A group discussion should emphasize the following points:

- length and destination of activity
- time between points using maps
- method of transportation
- routes being taken
- activities along the way (types of fishing encountered)
- attractions
- determinations of rest points, meal locations, and camp-site locations
- calculate 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. Have guides prepare sample trips for the operator they work for.

3. Review the sample tours with the group. This should be a positive experience--one that offers constructive criticism for each guide.

CONCLUSION: The guides should be aware of the planning required.

SKILL: EVENT CONFIRMATION

OBJECTIVE: The guide will be aware of the need to confirm that all is in order

METHOD : Discussion and group activity

Having a plan is only the beginning. The guide/outfitter can leave nothing to chance, so he must confirm that each aspect is being looked after. Break the students into groups and using the list from c-1-2, assign portions to each group. Have them re-invent Murphy's Laws-- in other words, identify areas that can go wrong (and will, if left to themselves!).

Include suggestions of guides who become ill on the night before the event (Did a back-up guide exist?), or possible equipment break-downs -- hotel reservation problems etc. Examine all transportation and supplies for potential problems. Work out possible case scenarios where various planned occurrences are affected by missing elements. See if the guides are aware of stories of unhappy events because things didn't go according to plan.

What back-up plans can be formulated?

CONCLUSION: Confirmation of arrangements and double-checking of all related items is necessary to assure the planned event, becomes a reality.

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 checklist).
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 (if applicable)
- proper head gear
- clothing suitable for the activity
- suitable footwear

The boat list should include at least:

- life jackets for each person in boat
- 2 paddles
- bailing can
- boat plug
- first aid kit
- complete tool kit
- extra mixed gas
- extra rope (anchor)

METHOD: (CONTINUED)

- grub box and food
- small tarp
- landing net
- fish tub
- filleting knife and fish pliers
- maintenance check
- spare gasoline hose
- spare motor when available
- safety chain
- signaling device

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

SKILL: CHECKING THE CLIENT'S EQUIPMENT

OBJECTIVE: The guide will be aware that the client's comfort and safety can be affected by his equipment.

METHOD : Discussion, case-study and role-play.

By definition, a tourist is someone who is not in his home surroundings. In this way, he can be expected to lack total awareness of the necessities of his new environment.

The must become aware of his role as advisor to his client. Prior to leaving the community, he should check the adequacy of the client's equipment and make suggestions for the necessary, modifications and changes. The client's clothing should be examined in light of the conditions that could occur. Proper footwear, raingear, gloves and headgear should be worn. The client's fishing tackle should be appropriate to the type of fishing that will be encountered. He should carry insect repellent and other items (sunscreen, sun glasses) that would add to his comfort.

Case Study: Have guides describe incidents that involved poorly prepared clients. Suggest how unexpected weather changes might affect a poorly prepared client.

Role-Play: Have a "guide" greet his "client" and show a diplomatic interest in his personal equipment making suggestions for necessary changes.

CONCLUSION: The guide is responsible to ensure that his client is adequately prepared for the planned event.

MODULE C

UNIT TWO: BOATING KNOWLEDGE

- LESSON .. Pre-boating check
- LESSON 2: Cleaning and maintaining the boat
- LESSON 3: Cleaning and maintaining the motor
- LESSON 4: Boat set-up and loading
- LESSON 5: Consideration for client safety and comfort
(case study)
- LESSON 6: Advanced boat handling
- LESSON 7: Trolling pattern and methods
- LESSON 8: Fish-on boat handling

SKILL: BOAT PREPARATION

OBJECTIVE: Preliminary boat check-out

ITEMS

REQUIRED: Boat & motor and accessories as used by the guide

METHOD : Discussion and Demonstration

Have the guide approach the boat and look at it with the eyes of a tourist.

- what is the overall condition of the boat?
- Is it clean?
- Are ropes and equipment neatly stowed or are they just thrown in?
- Do the t) look clean or are they soiled and oily?
- Are the seats slivered and dirty?
- Does the motor look cared for, or is it showing signs of neglect and poor maintenance?
- Would the boat benefit from a clean-up, lipmen up, fix-up work day?
- Is there a lure hanger available?

Have the guides discuss how the boat can be improved. Do it.

CONCLUSION: A guide's professionalism can be inferred from the condition of his equipment.

SKILL: BOAT PREPARATION

OBJECTIVE: Cleaning and Maintaining the Boat

ITEMS

REQUIRED: Boat as used by the guide

METHOD: Discussion and Demonstration

At the beginning of the season and after every day's use the guide must clean and maintain the boat.

(1) Drain accumulated water and wash the inside of the boat. Using fish tubs will make this easier since fish-slime won't be on the floor area. Remember to replace the drain-plug.

(2) Using a sponge or clean rag, dry off the seats and interior of the boat. At this time, check for splinters, loose rivets or bolts and repair as necessary.

(3) Check the condition of the anchor rope. Back-splice the ends if they are becoming unraveled.

(4) Examine the paddles for cracks. Repair or replace as necessary.

(5) Dry and clean the life-jackets. Place them in a secure, dry storage.

(6) Using a clear plastic suction tube and a turkey baster, remove any water from the fuel tanks. Check condition of tank, fuel cap, hoses and connections and refill with the proper fuel mix. Use gas can pads to protect the bottom of the boat.

(7) Check that the tool kit, spare tarp and bailing can are clean and securely stowed.

*NOTE - Have guides make a list of necessary tools and contents that should be in the tool kit.

CONCLUSION: Once the guide has cleaned and maintained the boat, he will examine and prepare the motor.

SKILL: BOAT PREPARATION

OBJECTIVE: Cleaning and maintaining the motor

ITEMS

REQUIRED: Motor as used by the guide

METHOD : Discussion and Demonstration

As part of the boat cleaning and maintenance, the attention to the motor should also include a general visual examination. The cover and body should be cleaned and excess oil and grease removed. Other checks should include:

- (1) Motor mounts and safety chain. Be sure both are secure.
- (2) Starter-rope. Examine the condition of the rope and the action of the return spring. Maintain as necessary.
- (3) Spark plugs. Check for wear and regap and clean if necessary. See that proper plugs are installed and that extra plugs are in the tool box. Use a thread chaser to assure proper seating of plugs.
- (4) Fuel-line motor connection. Make sure the "O" rings are working by pressurizing the line and watching the ball valve operation.
- (5) Carburetor and fuel pump. Check for leaks or loose fittings. Examine the carburetor filter for clogging.
- (6) Lower end. Examine for water contamination, oil level, fishing line damage, or loose bolts. See that gear lube is contained in the tool kit.
- (7) Check for security (w/ the cotter pin in place?). File off nicks and check for damage. If possible, have a spare prop in the boat. If the clients requires shear pins, see that extras are taped to the handle.
- (8) Motor lift-catch and lock. Check for bent or worn parts and lubricate as necessary.

Leave the motor in a raised position to prevent damage. If freezing temperatures are expected, make sure the water pump and lines are dry.

*NOTE - Have one of the experienced guides indicate how to troubleshoot a malfunctioning motor.

CONCLUSION: Consistent cleanliness and preventive maintenance are indicators of a professional guide .

SKILL: BOAT PREPARATION

OBJECTIVE: Boat set-up and loading

ITEMS

REQUIRED: Boat, equipment

METHOD : Discussion and Demonstration/Role-play

Prior to the client's arrival, carry out all **pre-checks:**

- | | |
|-------------------|--|
| (a) Lifejackets | (g) Tool kit |
| (b) tarp & rope | (h) extra fuel |
| (c) anchor | (i) fish tub, club, sack & net |
| (d) two paddles | (j) grub-box & equipment |
| (e) bailing can | (k) boat-plug in place |
| (f) first aid kit | (l) pre-start & run-up the motor |
| | (m) log or board roller for pulling the boat up on rocks |

(see unit 1 checklist)

Load the equipment to maintain balance and reduce crowding. Make a wire hanger for lures (or glue **styrofoam**) if one isn't available. Use care in handling the client's equipment.

***NOTE** – For a role-play exercise, have the guide's take turns preparing the boat, loading the equipment and helping the clients into the boat.

During this exercise, observe the following:

- equipment handling. Did the guide properly handle cameras and rods?
- Guide assertiveness. Did the guide instruct his clients to wear their lifejackets?
- Guide helpfulness - Did the guide explain how to enter the boat and where the clients should sit? Did he steady the boat (if possible) on-loading the passengers?
- Guide resourcefulness. Did the guide maintain a positive friendly attitude while indicating the safety precautions?

CONCLUSION: The guide should be aware that the care of his clients and the equipment **is** his responsibility.

SKILL: BOAT HANDLING

OBJECTIVE: Consideration for the client's safety and comfort

METHOD : Case study and discuss

Johnny is a cheerful person and he's happy to be a guide. Although this is his first year of work, he gets along well with people and he is confident of his ability in running a boat.

An older married couple have come to the lodge and Johnny is chosen as their guide. He greeted them warmly and helped both of them into the boat. Earlier he had cleaned the boat and dried the seats, so the couple were pleased with what they saw. Johnny helped them adjust their life-jackets and placed their equipment carefully in a safe place.

The 50 horsepower motor was brand new and it could really make the boat fly. There were only small waves, so the boat skipped across the tops without too much spray getting in. There were two islands with a deep "S" channel between them which you could barely see unless you knew it was there. In order to impress his guests, Johnny headed straight for the island at full speed, and at the last second, banked the boat on its side to begin the quick left turn, then rapidly sliced to the right. He came very close to some big rocks, but he knew it was safe since he had done this many times before.

On the way back, the wind picked up so the boat hit harder on the wave tops and more spray got back into the boat. In front of the Lodge was a long, clear beach. At full speed, you could run about 3 feet from shore since only the prop was in the water. Heading for the landing area, Johnny kept full throttle until the last moment. Then, he quickly lifted the motor as the boat slid onto the beach for a perfect landing.

METHOD: (CONTINUED)

The old couple thanked him, but later the manager was angry and said those people didn't want to go out with Johnny anymore.

What did Johnny do wrong?

CONCLUSION:

Remember that your guests may be afraid of the water. Never try to impress anyone with your abilities. Slow down and make gentle turns.

SKILL: BOAT HANDLING

OBJECTIVE: Running heavy loads/rough water/white water

METHOD : Discussion and Demonstration

Using the guides as resources, have them suggest methods for handling boats in difficult situations. These suggestions can be incorporated in the hands-on practice of these conditions .

1 Running heavy loads. Have one of the guides demonstrate the proper motor angle needed for the specific situation. If some of the guide-candidates are inexperienced, have them try running the boat with the motor angled too far forward (nose plowing) or too far back (nose high), so they can identify the proper relationship.

(2) Rough water. The guide should never attempt conditions that tax his limit. Before this point he should find a safe point for a tea break. His passengers will be frightened and may become panicky. If rough water is to be safely-handled, the guide must realize how to keep throttle control related to wave action.

(3) White water. ~~Once~~ again, safety considerations are foremost. Passengers and equipment should be secured against inevitable direction changes that may suddenly occur. Read the water ahead and avoid major standing waves.

CONCLUSION: The guide is expected to be a master of his craft; however, safety will always be his first consideration.

SKILL: BOAT HANDLING
 OBJECTIVE: Being aware of trolling patterns and methods
 METHOD : Lecture and Discussion

Trolling is an effective fishing method since you can cover a great deal of area in a relatively short time. However, random trolling can be a waste of time. Try to keep these points in mind:

Try to follow underwater contours and structure that will be used by fish.
 Lure depth is partially governed by speed; remember to keep your speed under control.
 Vary your pattern. A series of shallow turns not only presents the lure over a wider area it also varies its vertical position. Once a strike is made, the area at the same speed.
 When following shoreline contours, remember to turn away from the shoreline at the end of each pass.
 If two guests are trolling, make your turn towards the longer line if possible.
 Use the wind to your favour. Either troll across the wind (if not too strong) in order to maintain a constant depth or upwind in order to decrease speed and increase depth. Making turns downwind will maintain lure depth, while upwind turns will increase depth.

Break the guides into groups and have them brainstorm for trolling ideas. Put these into effect when they take turns being the "guide".

CONCLUSION: A guide must "hunt" for fish using good ideas of lure presentation while trolling.

SKILL: BOAT HANDLING

OBJECTIVE: Handling the boat with a fish on the line

METHOD : Discussion

Have the guides form groups and suggest of boat handling when their client has a fish. Some of the suggestions should include:

-setting the hook. At times it is advantageous to apply a brief burst of power after the fish hits. This insures the hook is "set" especially if a great deal of monofilament line is being trolled.

-Remove other lines. Have the other guests reel in their so there will be no entangling.

-Neutral Boat Position. While the client reels in, have him move to the bow while you position the boat to point at fish. Do this so no slack is created, and be ready to follow the fish direction if it makes a violent run. Use the boat to add some drag, but not to endanger the line strength.

-Boat manoeuvring. Be prepared for changes in the fish's direction. Keep the guest facing the fish. Even be prepared to reverse if the fish begins a rush towards the boat. Try to keep the fish on the upwind side of the boat.

-Preparation for landing the fish. Be sure the net is handy. Do not attempt netting too early. Once the fish is getting close to the boat, put the motor in neutral. Use only the of your hand to deflect the line away from the motor.

*NOTE - See B-1-9 Proper landing net use.

CONCLUSION: Proper boat handling with a hooked, trophy a complicated process involving total concentration. The guide must also remember the unexpected from an excited guest. safety in mind.

MODULE C

UNIT THREE: ON-THE-LAND CONSIDERATIONS

- LESSON 1: Camp set-up introduction
- LESSON 2: Consideration for campsites or shore-lunch
- LESSON 3: Organization of the campsite
- LESSON 4: Introduction to hygiene
- LESSON 5: needs for proper hygiene
- LESSON 6: Sanitation, hygiene and cleanliness

SKILL: ON-THE-LAND TRAINING (INTRODUCTION)

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. The guides will be exposed to the realities of a "fish-camp" operation. 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 ^{up} 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 the fishing areas. If possible, include extras like historical or scenic areas. Maps are required.
2. A class exercise in choosing the itinerary should include preparations for travel. All fuel amounts and costs should be calculated.
3. Divide the class into self-contained units of 3 or 4. These units will be ^{se} a 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.

METHOD : (CONTINUED)

5. The group should collectively pack the groceries. Remind them to pack according to their menu order.

6. 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.

7. 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. Some may have ideas of starting their own outfitting or fish-camp business. This is their opportunity to put these ideas into reality.

SKILL: CAMP SET UP

OBJECTIVE: Requirement for campsite or shore-lunch site

METHOD : Discussion

Although proximity to the fishing area is a prime consideration, there are other factors to consider.

-avoid areas of traditional use. This may cause a conflict. It may ~~etc~~ involve unnecessary visitors or an area that is cluttered from other people.

-avoid areas that contain garbage. Unless you are willing to totally clean up the area, pick a new place and leave it perfectly clean and unmarked.

-choose an interesting location. Try to locate an area that has attractive scenery or an area for the guests to explore.

-Primary needs:

Does the area give shelter (wind or insects)?

Does it have access to fresh water?

Does it have a convenient boat landing area?

Does it have enough area for hygiene considerations?

(Below Does it have a good source of firewood?

Ask the guides for other suggestions to consider in choosing a campsite or a shore-lunch site.

CONCLUSION: Not only must the guide have these criteria in mind, but he must have potential sites so he doesn't waste time searching while he has guests with him.

SKILL: CAMP SET-UP

OBJECTIVE: Organization of the camp site area

METHOD : Lecture and discussion

Since the activity will approximate a fishcamp location, several considerations must be taken into account.

TENT LOCATIONS: Topography permitting, the tents will not be placed too closely together. In a camp setting, some guests may be night-owls while others are early risers. A reasonable distance between tents allows a semblance of privacy. Be aware of safety needs--firmly rocked down above treeline, away from standing dead trees below treeline.

COOKING AREA: If a main cook tent and dining tent set-up is required, it should be separate from the sleeping tent area. This allows the cooks to work undisturbed. This area should have the easiest access to fresh water.

WASHING AREA: A shower-bag system or a more elaborate shower should be set up away from the sleeping area. A special tent can be set up for this purpose. Simple wash stands can be provided near each tent.

TOILET AREA: Consider privacy and prevailing wind. If possible, dig at least 3 or 4 feet down. In rocky areas a privy can be sheltered with a stone-screen. Instruct the guests in the manner of "covering'up" faeces and paper so rules of hygiene are observed.

WORK AREA: A place that a filleting table can be set up to process fish. Dispose of remains promptly and safely so bears do not become a problem.

BOAT LANDING AREA: Have a clear area where all boats can be secured. Keep in mind relevant factors like tides, wind, rain effect on rivers and any occurrence that may pose a problem.

FUEL STORAGE AREA: Keep Naphtha and fuel separate. Keep both away from potentially unsafe areas. Store drums with one edge raised, bungs at 3 and 9 o'clock.

METHOD : (CONTINUED)

GARBAGE LOCATION: Separate garbage types at the source. Keep wet garbage separate and dispose of it and fish remains at a remote location. Dump only **rod and grub boxes** material in a suitable place.

Burnable garbage should be disposed of when wind and conditions permit. Otherwise, it will be brought back with non-combustible garbage. Cans should be flattened to reduce volume.

CONCLUSIONS: A well-run camp does not occur by chance. Planning and constant awareness are its prime ingredients.

SKILL: BASIC HYGIENE

OBJECTIVE: The guide will understand the necessity of good hygiene for disease prevention.

METHOD : Lecture and discussion

Impress upon the guides that if they were to travel to a foreign country it would be possible for them to become ill quite easily. This is because their body is not accustomed to the new type of germs they will encounter. So it is with their guests. They are travelers to a new place and they could easily become sick unless the guide takes precautions. There are actual cases where a client has almost died because the guide did not wash his hands before preparing the food. Hepatitis can be very serious, since it attacks the person's liver. This germ can be spread by poor hygiene.

The client is usually aware of this so he will watch to see if the guide washes his hands. He will be relieved and assured of your professionalism if he sees you do so. Make it obvious that you are washing your hands. Often guides have reported that they have heard a guest ask another, "Did he wash his hands?"

CONCLUSION: A professional guide is aware of the needs for good hygiene.

SKILL: BASIC HYGIENE

OBJECTIVE: The guide will realize that improper hygiene is not only unprofessional, it may promote sickness and disease.

ITEMS

REQUIRED: Community health worker or nurse if possible; pamphlets on hygiene.

METHOD : Discussion

The basic rules of hygiene should be covered. This should deal with at least the following:

- wash your hands before eating. Unclean hands carry sickness.
- wash your hands after going to the toilet.
- wash your hands before preparing food.
- keep your dishes, pots, pans, knives, forks, and spoons clean. Wash them well with soap and water after use. Keep them in a clean cupboard or clean box. ● way from dust and flies which carry disease.
- keep your food supplies where they will remain clean, cool and a n: Cover your food so that flies cannot get at it.

CONCLUSION: Basic hygiene is a very important part of guiding. Both the guide and the guest require protection..

SKILL: PROPER SANITATION, HYGIENE AND CLEANLINESS PROCEDURES

OBJECTIVE: 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 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 will expect the guide to follow proper sanitation and 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 are the best form of advertising, and happy customers tend to leave good tips. Those clients might return to refer others to your guide service.

Review with the guides sanitation and procedure to be followed on a trip.

These might include:

- ensuring all camping and transpiration equipment is cleaned after each use.
- all garbage is burned or brought back to the base.

METHOD: (CONTINUED)

- food preparation is initiated only after washing properly.
- all foodstuffs are placed in protective containers, secure from dirt, water, animals, bugs etc.
- proper storage of foodstuffs i.e., from bears at night.
- proper privy construction.

CONCLUSION:

Proper sanitation methods are more important than ever.

MODULE C

UNIT FOUR: WILDERNESS COOKING

- LESSON 1: Introduction to camp cooking
- LESSON 2: Menu development
- LESSON 3: Packing and pre-organization
- LESSON 4: Cooking-box considerations
- LESSON 5: Food preparation
- LESSON 6: Shore-lunch considerations
- LESSON 7: Basic recipes

SKILL: WILDERNESS COOKING

OBJECTIVE: Introducing the elements required in camp cooking

METHOD : Lecture

Have the guides assume that they are in charge of their own fish camp. They will be expecting 12 guests to stay for 5 days. How will they prepare the necessary food items for this group?

The problem involves several steps:

- 1 - Decide on a specific menu
- 2 - Estimate the amounts of each item required
- 3 - Estimate the costs involved
- 4 - Do the final shopping, packaging and packing

In order to make the work manageable, divide the students into groups of 3 or 4 to work cooperatively on the tasks. Emphasize the fact that although shopping for 12 people seems like a gigantic task, it is made more realistic by assuming a quantity for 4 people. Once these quantities have been estimated, multiples can be created for any number of ~~any size~~ ^{any size}

CONCLUSION: The guide must be aware of the ^{servings} required in food management.

SKILL: WILDERNESS COOKING

OBJECTIVE: Menu development

METHOD : This is a lengthy exercise but totally essential. Allow at least 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 from the "Breakfast", "Lunch" and "Dinner". The six horizontal spaces are numbered on the left side as "Day 1, Day 2, etc.". The

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 lunch are not included in the main plan. Handwritten: an emergency supper for Day 5 and full meals for Day 6 are to be included in his shopping in view of bad weather.

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. (See: Recipes C-4-7 for suggestions).

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. pound of bacon = for 4 men approximately. (See C-4-3).

METHOD : (CONTINUED)

Step 3: Once each item is accounted for, plus additional requirements (see grub box) 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 ~ ~ ~ ~ and have them do the required shopping. This will be their group food allotment for the on-the-land segment.

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 , influence the costing of their trip. Show how the group purchase for all students is simply a multiple of unit's purchase.

CONCLUSION: A guide must learn to economize yet give good wholesome meals.

SKILL: WILDERNESS COOKING

OBJECTIVE: Packing and pre-organizing food

ITEMS
REQUIRED: Ziplock bags/ wood grub boxes (See:Plans)

METHOD : Lecture/demonstration

Once the food articles have been purchased, they must be pre-packaged and organized for use.

- tape the menu to the inside lid of the cook-box.
- set aside the items needed for the first day's travel and camp.
- prepare lunch ingredients and place them in the cook-box.
- divide bulky items like sugar and flour and place them in durable water/insect/mouse proof containers.
- pre-mix and label ingredients for bannock or biscuits.
- NOTE- if this is a cold-weather event, cut up all onions vegetables and potatoes and bag them separately. Carefully remove all eggs from their shells and place two per baggie. Pre-freeze all these items.
- Repackage other items into meal-sized portions. The following suggestions will give an idea of required amounts. These, of course, will vary depending upon menu use.

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 1/4 pounds of porridge per person per week
 1/2 pound of rice per person per week
 1 pound of crisco per person per week

CONCLUSION: A great deal of time must be devoted to pre-planning and pre-packing the food items.

SKILL: PACKING AND MAINTAINING A GRUB BOX

OBJECTIVES: 1. Understanding the necessity for a organized hygienic cooking equipment box.

2. Designing the box and making a check-list of necessary items. (Suggest party of four: See Grub-box constructions plans).

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 "
- 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
- paper towels and j-cloths, tin foil
- detergent
- 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.

SMALL GRUB BOX

RECIPES (CONTINUED)

1/6"

CHEESE DREAMS (breakfast or lunch)

-1/4 pound bacon per person -20 slices
bread

1/2" PLYWOOD

Fry bacon, drain, set aside (keep warm)
Take two slices of bread, put a slice of ch
then brown both sides of the bread, drain.
Serve with crisp bacon, coffee, etc.

POTATO SKIN TREAT

Wash the potatoes well. Peel thicker than
sprinkle of salt and some cheese slices--gr
appetizer while the potatoes boil for the
recipe.

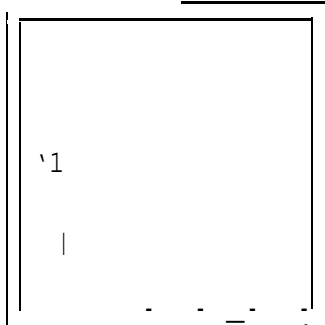
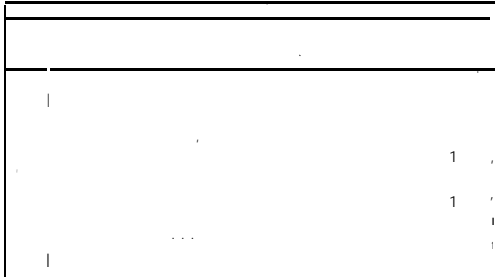
ANY FISH CHOWDER

-2 lbs boneless fish -1 or 2 on
fillets (cubed) -1 can car
-2 bay leaves -1 can cre
-pinch of salt -dash of p
-4 potatoes

Cube the potatoes and dice the onion. Boil

20

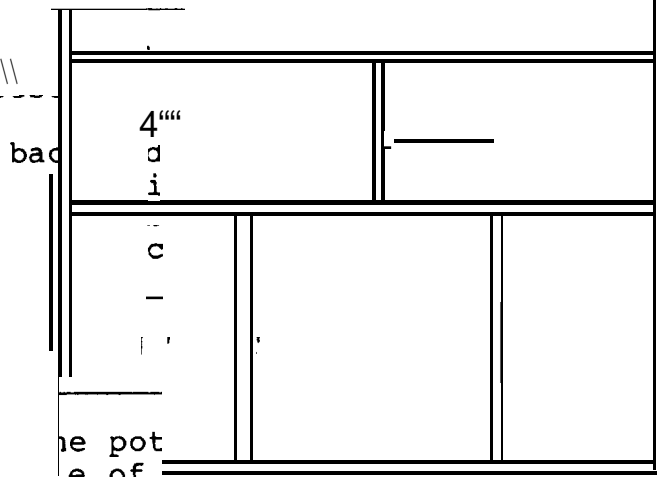
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GRUB

PES ((

DREAMS



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f cheese in the

ANY FISH C

-2 lbs bon
fillets (
- day 10
feet or

Cube
pot
pot
fish
mix cr
Add

Parts: 3 shelves
(30 3/4
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.

GUIDE-S TABLE

| | | |
|----|--|---|
| | <h2 style="margin: 0;">TOP</h2> | |
| 9 | <h2 style="margin: 0;">SEAT</h2> | <p style="text-align: center;"><u>NOTES</u></p> <p>Measurements are for 3/4" plywood. Tab length and slot width can be altered to suit other thicknesses.</p> <p>A. 3/4" x 2"</p> <p> " " x 2 1/4"</p> <p>C. +h 1 "</p> <p>D. 3/4 x 6 as</p> <p>"</p> |
| | <p style="text-align: right;">on</p> | |
| | <p>appetizer while the potatoes b recipe.</p> | |
| 3/ | <h3 style="margin: 0;">ANY FISH CHOWDER</h3> | |
| | <p style="text-align: center;">fillets (cubed) -2 bay leaves -pinch of salt -4 potatoes</p> | -das |
| | <p>Cube the potatoes and dice the</p> <p>fish and boil again for 5 min mix the creamed corn a Add salt and pepper to</p> | water. its. |
| u | | |
| -R | | |

SKILL: WILDERNESS COOKING
OBJECTIVE: Clean, efficient food preparation
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, _____ 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.

SKILL: WILDERNESS COOKING

OBJECTIVE: Efficient shore-lunch preparation

METHOD : (A) Lecture (B) Demonstration (C) Competition

Shore-lunch has an extremely important function. Not only does it fulfill the obvious requirement for food, but it is also a memory-builder for the guest. This is his time to relax and recognize the quality of his experience. Life-time souvenirs can be received from recalling the aroma of freshly caught fish cooking, while the guest absorbs the beautiful scenery. Unfortunately poorly planned meals or poorly chosen sites can give memories that one rather forget.

Have the guides suggest items that can ruin shore-lunch.

These can include:

- (a) Poor site selection:
 - evidence of garbage and poor sanitation
 - an area with too many bugs
 - an area with little or no scenic value
 - poor loading/unloading area for boats
- (b) Improper fish processing:
 - bad job of filleting or cleaning
 - leaving the fish remains by the food area
 - cooking up the "trophy" fish
 - wasting fish
- (c) Poor cooking methods:
 - lack of personal hygiene
 - dirty plates or dirt in the food
 - lack of preparation (no fuel in stove etc.)
 - poor cooking ability
 - taking much too long for lunch
 - poor timing--some of the meal is cold, the rest not done
 - lack of a positive, cheerful attitude
- (d) Improper site departure:
 - no attempt to clean up
 - no attempt at communication

- during practice, arrange for a lunch race". Each group will compete for

 - (a) fastest shore lunch
 - (b) best shore lunch

This will stress pre-organization and preparedness .

CONCLUSION: Shore lunch is a valuable tourism experience.

RECIPES

BASIC BANNOCK

| | |
|-----------------------------|--------------------------------|
| - cups of flour | -1 tablespoon lard |
| -1 teaspoon baking powder | -1/2 warm) milk powder |
| -1 tablespoon sugar | -water |
| -1/4 teaspoon salt | |
| -2 serve w i raisins | |
| (optional) | |

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 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 tender.

RECIPES (CONTINUED)

CHEESE DREAMS (breakfast or lunch)

| | |
|-----------------------------|---------------------------|
| -1/4 pound bacon per person | -20 slices brown or white |
| -cheese | bread |

Fry bacon, drain, set aside (keep warm)

Take two slices of bread, put a slice of cheese in the middle then brown both sides of the bread, **drain**.

Serve with crisp bacon, coffee, etc.

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.

ANY FISH CHOWDER

| | |
|----------------------|-----------------------|
| -2 lbs boneless fish | -1 or 2 onions |
| fillets (cubed) | -1 can carnation milk |
| -2 bay leaves | -1 can creamed corn |
| -pinch of salt | -dash of pepper |
| -4 potatoes | |

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.

RECIPES (CONTINUED)

BAKED STUFFED FISH

Wash and dry fish. Sprinkle on inside with salt, stuff loosely with desired stuffing or sliced onion.

Place stuffed fish in tin foil. Brush with melted fat or oil. Bake over coals.

BASIC BREAD STUFFING

| | | |
|-----------------------|-------------------------------|----|
| 1 cup chopped onion | -pinch of ginger, | |
| -1/3 cup diced celery | thyme, sage, | 10 |
| -3 tbsp. butter | -3 cups of dried bread crumbs | |
| -1/2 tsp. seasoning | | |

Cook onions and celery in fat until tender. Add cooked vegetables and seasoning to bread crumbs. Toss lightly.

YEAST BREAD

-125 ml. warm water and 5 ml. sugar
 -stir in 15 ml (1 pkg. yeast
 -set aside in warm place

-in mixing bowl put:

| | |
|--|----------------------|
| | 30 ml lard |
| | 30 ml sugar |
| | 15 ml salt |
| | 250 ml boiling water |
| | 250 ml milk |

stir till lukewarm, add yeast mixture, stir.
 -add 750 ml flour, stir, add 2 to 3 cups flour (till it comes away from the bowl)
 -turn out onto floured surface, cover 10 minutes.
 -knead after flouring hands, put into greased bowl
 -wait hour, should double in size, punch down and knead, divide and wait 5 minutes
 -shape dough into rectangle, roll into loaf, seam down, put into greased loaf pans
 -cover and let rise till 2 x size
 -bake at 190 ° C for 40 to 60 minutes

FOR PRETZLES:

-roll into long thin strips
 -brush with beaten egg
 -let dough rise
 -brush again
 -sprinkle with coarse salt, sesame seeds or poppy seeds

RECIPES (CONTINUED)

SPAGHETTI SAUCE (for 4 people)

| | |
|--------------------------|----------------------------|
| 1# Hamburger | 1/4 tsp. oregano (Italian) |
| 1 Green pepper | 1/4 tsp garlic salt |
| 3 celery sticks | 1/4 tsp. garlic powder |
| 1 large onion | 1/2 tsp. chili powder |
| 1 large can tomato paste | 1/4 tsp salt |
| 1# spaghetti | 2 quarts boiling water |
| 1 tsp. margarine | |

Place 2 quarts of water, 1 tsp. margarine, 1/4 tsp. salt in large pot. While this is coming to a boil, begin frying the 1# hamburger. Dice up and add the celery, green pepper and onion. Add the spices after removing excess oil from hamburger. Add tomato paste, 3/4 can of water and simmer.

When the pot of water is at full boil, add the spaghetti by breaking it in half and stirring it so it doesn't weld together. The spaghetti will be done in 8 - 10 minutes (taste-test). Pour off the water and serve with prepared sauce.

POACHED ARCTIC CHAR

Fish may be poached in water or in court bouillon. Wipe fish with damp cloth. Measure its thickness. Simmer the fish in a covered pan until it flakes easily when tested with a fork. Allow 10 minutes cooking time per inch thickness for fresh fish and about 20 minutes per inch thickness for frozen. The cooking liquid may be thickened and served as a sauce.

To make court bouillon, boil together for 10 minutes:

| | |
|----------------------------------|------------------------|
| -1/4 tsp. thyme | -1/2 cup vinegar |
| -1/2 tsp. peppercorns | -1 tbsp. salt |
| -1 bay leaf | -1 stalk celery |
| -1 tsp. finely chopped parsley | -1/4 CUP sliced onion |
| -1 quart (5 cups) water, boiling | -1/4 cup sliced carrot |

*or use 1 package of onion soup if you are in a hurry.

MODULE C

UNIT FIVE: REGULATIONS

LESSON Introduction to regulations
LESSON 2: Fishing regulations
LESSON 3: Boating regulations
LESSON 4: Catch and release
LESSON 5: Identification of tagged fish

SKILL: GOVERNMENT REGULATIONS

OBJECTIVE: An introduction regarding regulations

ITEMS

REQUIRED: Guest speakers and information pamphlets

METHOD : Three main areas of regulations should be covered:

1. Fishing and wildlife regulations.
2. Boating regulations.
3. Regulations governing guides and outfitters .

*NOTE - in each case a guest speaker should be brought in: fisheries and/or wildlife officer, R.C.M.P. , and Economic Development and Tourism representative.

The guest speaker can give more information on questions the guides will raise. Also, it is an advantage for the guides to work with a uniformed officer. This will help erode the reluctance to deal with a uniformed officer. It will also reinforce the concepts that the officers and the guides are both working for the same Arcti--the wise and proper use of a resource.

Depending on class location, it would be beneficial to space out the three representatives so that they do not appear on the same day.

This can be paced out during the course to create variety.

CONCLUSION: The guide must know and apply all pertinent regulations.

SKILL: GOVERNMENT REGULATIONS

OBJECTIVE: Examining fishing regulations

ITEMS

REQUIRED: (a) Fisheries or Wildlife Officer, or
(b) Copies of Fishing regulations & Sport Fishing Guide

METHOD : Lecture and discussion

The relevant major regulations are as follows:

NATIVE AND DOMESTIC FISHING

Notwithstanding subsections 5(1) and 7(1), an Indian, Inuk or person of mixed blood may fish without a licence by angling or by means of gill nets, set lines, spears, snares, or dip nets for food for himself, his family or his dogs.

SPORT FISHING

No person shall engage in sport fishing without a sport fishing licence unless he is

(a) a resident under the age of 16 years or over the age of 65 years; or

(b) a non-resident under the age of 16 years who is accompanied by a person who holds a sport fishing licence

Subject to section 38, no person who is angling or spear fishing in the waters set out in column I of an item of Schedule VI shall catch and retain in one day, more fish of a species named in column II of that item than the number set out in column III of that item.

No person who has caught or killed any game fish listed in Schedule I shall waste any part of the fish that is suitable for food.

Subject to section 38, no person shall have in his possession at any time more fish of a species named in column II of an item of Schedule VI than the number set out in column IV of that item.

For the purposes of subsection 27 and subsection 28 where a fish has been filleted, two fillets shall be regarded as one fish.

METHOD : (CONTINUED)

Vessels 8 to 12 m in length

One approved lifejacket or PFD for each person on board.

One anchor with 15 m (minimum) chain, cable or rope.

One bailer and one manual bilge pump.

One Class B-II fire extinguisher - if vessel is power driven, or has a cooking or heating appliance that burns liquid or gaseous fuel.

Lights must comply with "Collision Regulations."

Sound device must comply with "Collision Regulations."

One approved life ring buoy 610 or 762 mm in diameter.

Not less than 15 m of buoyant line.

Twelve approved flares:

-six or C types, and

-six ~~type~~ C, or D types.

CONCLUSION: The guide must be familiar and comply with the pertinent regulations.

SKILL: CATCH AND RELEASE

OBJECTIVE: Learning proper methods of catch and release

ITEMS

REQUIRED: (1) Wildlife or Fisheries Officer and/or
 (2) Video re: Catch and release and/or
 (3) Live demonstration of proper methods
 (4) See A-4-5

METHOD : Lecture/demonstration/discussion

Proper catch and release depends a great deal on the guide's abilities. A low mortality rate has been observed of released fish (Tree River: 7% mortality after 4 days - this group usually bleeding from the gills). A few points that will help to ensure proper catch and release methods are:

- request your guest to go barbless, preferably single-hook
- make sure your hands are wet
- if possible, release in the water without touching the fish
- if you must use a net, use fine mesh and wet it first
- do not touch the gills
- do not squeeze the, fish's body
- grasp the fish by the tail or gill covers
- if you bring the fish into the boat, place him in a fish tub with water

View the video (have guides look for unsafe practices). Discuss the ethics of releasing mortally wounded fish. Discuss how catch and release relates to daily limit and what charges are pending if the guest is over-limit.

CONCLUSION: A guide must be efficient in methods of catch and release.

SKILL: CATCH AND RELEASE

OBJECTIVE: Identification of Tagged 2

METHOD : Lecture and Discussion

Occasionally, a guest may catch a fish that has a tag attached to it. He may wish know what its meaning is.

Some fish are caught, tagged and released in order that we can learn more about them. If your client wishes to keep the fish, write down the following information:

- Tag Number
- when, where and how the fish was caught
- weigh and measure the fish

Send this information and your client's name and address to:

Department of Fisheries and Oceans
P. O. 2310
YELLOWKNIFE,
t.c .

He will receive a letter telling of the life history of the fish he has caught.

CONCLUSION: A guide must act as a resource person for both his client and various government officers.

SCHEDULE 1
SPECIES OF GAME FISH

| COMMON NAME | SCIENTIFIC NAME |
|-----------------------------|-------------------------------|
| 1. Lake Trout | Salvelinus |
| 2. Arctic Item I | Salvelinus articus |
| 3. Walleye | Stizostedion vitreum viterum |
| 4. Northern Pike | Esox |
| 5. Arctic Char | Grayling |
| 6. Whitefish (humpback) | Coregonus |
| 7. Whitefish (broad) | Coregonus nasus |
| 8. Dolly Varden | |
| 9. Brook Trout | Grayling |
| 10. or | Stenodus |
| 11. Cisco | Coregonus |
| 12. Cisco | Coregonus artedii |
| 13. Cisco | Coregonus |
| 14. bsecti | Hidodon |
| 15. Rainbow Trout | gairdneri |
| 16. Longnose Sucker | Catostomus |
| 17. White Sucker | Catostomus commersoni |
| 18. Whitefish (round) | Prosopium cylindraceum |

SCHEDULE II

I

AREAS GREAT LAKE
 AREA I (WEST)

That portion of Great Slave Lake lying

- (a) east of a line drawn from Point Desmarais in 60° 48' north latitude and 116 degrees 28' 12" west longitude to a point on Big Island in 61 degrees 05' 18" north latitude and 116 degrees 30' 06" west longitude; THENCE to a point on Big Island in 61 degrees 11' 06" north latitude and 116 degrees 39' 24" west longitude; and THENCE to a point in 61 degrees 12' 26" north latitude and 116 degrees 41' 06" west longitude; and
- (b) a line drawn from Point de Roche to

SPORT FISHING CATCH AND POSSESSION LIMIT

| COLUMN I WATERS | COLUMN II SPECIES OF FISH | COLUMN III DAILY CATCH LIMIT | COLUMN IV POSSESSION LIMIT |
|---|-------------------------------------|------------------------------------|----------------------------------|
| Waters described in subsection 38(2) | Lake Trout | 2 | 3 |
| All waters in NWT except waters described in Item 1 | Lake Trout | 3 | 5 |
| Water described in subsection 38(1) | Arctic Grayling | 3 | 5 |
| All waters in NWT except water described in Item 3 | Arctic Grayling | 5 | 10 |
| All waters in NWT | Walleye | 5 | 10 |
| Waters described in subsection 38(1) | Northern Pike | 3 | 5 |
| All waters in NWT except waters described in Item 6 | Northern Pike | 5 | 10 |
| Tree River (tributary of Coronation Gulf) | Arctic Char | 2 | 2 |
| All waters of NWT except waters described in item 8 | Arctic Char | 4 | 7 |
| All waters of Northwest Territories (NWT) | Humpback, broad and round Whitefish | 10 | 20 |
| All waters of NWT | Dolly Varden | 4 | 7 |
| All waters of NWT | Brooktrout | 3 | 5 |
| All waters of NWT | Inconnu | 5 | 10 |
| All waters of NWT | Goldeye | 5 | 10 |
| All waters of NWT | Rainbow Trout | 3 | 5 |
| All waters of NWT | All Ciscos | no limit | no limit |
| All waters of NWT | Suckers | no limit | no limit |

CONCLUSION: A professional guide must be aware of and help to-enforce the appropriate regulations.