

Outdoor Activity Leadership FOUNDATION MODULES – REQUEST FOR TRAINING EQUIVALENCY

This questionnaire is based on the objectives of the five OAL Foundation training modules and is meant to help your Advisers determine the skills and experiences you have obtained outside of the OAL training format. Please answer these questions based on your experience working with youth. You may look up information in reference materials or online sources, but please answer in your own words.

Name:	<input type="text"/>
Email:	<input type="text"/>
Unit:	<input type="text"/>

iMIS #	<input type="text"/>
Phone:	<input type="text"/>
District:	<input type="text"/>

Getting Outside

1. Give examples of three different ways to incorporate outdoor activities into unit meeting plans.

2. Describe how you include youth members in the planning process. (Choose one branch)

3. How do you ensure that youth members are dressed appropriately for outdoor activities?

4. Where do you find resources for planning outdoor activities?

Leading

5. What is your particular leadership style? How does this work to your advantage or disadvantage in helping camp run smoothly?

6. What Safe Guide forms must you complete for an overnight camping trip and submit to a Safe Guide Assessor? When must these be submitted?

7. What is the INS.01 form? Give two examples of when it might need to be completed at camp.

8. Give an example of a way you would support youth to challenge themselves at camp.

9. How would you create an emotionally safe environment at camp?

Planning

1. How do you include youth in the camp planning process?

2. What are the essential roles and responsibilities of your camp staff?

3. When should you start planning a weekend unit camp, and why?

4. Who could you turn to for advice about the suitability of a camp location for your unit?

5. Considering the branch of youth you are working with, create a sample schedule for a weekend camp – Friday evening after dinner until Sunday morning before lunch.

6. Why is it important to have the youth participate in “chores” at camp? What are the duties appropriate for your Guiding branch?

7. Describe a successful camp theme. Provide details.

8. List the main categories to be considered when creating a budget for camp.

9. List the main topics you would want to cover at a pre-camp meeting for caregivers.

Food & Nutrition

1. What would you consider when planning the menu for a weekend camp for your unit?

2. Describe how you would scale up your favourite recipe so that it would feed 20 Sparks and 3 Guiders.

3. Describe how you would deal with

a. a youth member who has a life-threatening allergy to peanuts

b. a youth member whose family prefers to eat vegan

4. Describe:

a. any 3 elements of safe food handling

b. any 3 elements of kitchen clean-up practices

Camp Life

1. How and when do you conduct a fire safety drill and general orientation of camp? Be specific.

2. How would you deal with a homesick youth member?

3. List two camp program activity ideas appropriate for the branch of Guiding you work with.

4. Why are evaluations from the youth participants important? List 2 methods of eliciting their opinions.

Practical Experience

Please list your 5 most recent camp experiences with youth. (If you do not have 5, list as many as you can)

Date(s)	# of nights	# of girls	Location	Indoor or Tent	Branch in Guiding or age of youth	Name of Responsible Guide

Reference

Please provide the name of a Guiding reference who can confirm your experience and skills. This may be your District Commissioner, your District or Area Camping Adviser, your District or Area Training Adviser, or another Guider who has camped with you (preferably one who has taken this OAL training).

Name:	<input type="text"/>	Phone:	<input type="text"/>
Email:	<input type="text"/>	Position:	<input type="text"/>

Please submit this completed form as well as the TR.1 Request for Equivalency for Team Modules form (available on Member Zone) to the Provincial Training Adviser for consideration, at bc-training@girlguides.ca

You may be contacted by the Adviser to discuss your application; and you will be advised whether your request for equivalency has been granted, and for which modules.

Please note that training recognition pins are not awarded where equivalency has been granted.