



Teacher Information Package Spring / Fall

Welcome to the Kandalore Spring/Fall OEC program! We are very excited that you are considering joining us for a visit during our Spring and/or Fall seasons.

Enclosed within this package is information that should assist you in planning a visit to our Outdoor Education Centre. This document will help you to begin the planning process of your trip and help you to prepare your class so that they can be prepared for their experience. We are excited to share everything that Kandalore has to offer and are excited to create a long-lasting partnership with you and your school.

Please note that the **THREE** 'Pre-Arrival Information Forms' included at the end of this document will also be sent to you upon finalising your visit to the Kandalore Outdoor Education Centre. Promptly returning these forms via email will assist our staff in getting ready for your arrival. There is also a 'Student/Parent Acknowledgement of Risk' waiver. This waiver must be signed and given to Kandalore upon your arrival. This waiver has been put in place to protect your school as well our Outdoor Education Centre in the event of an unforeseen accident/injury.

Good luck with the rest of your preparations! If you have any questions, please do not hesitate to call, or email us at the Outdoor Education Centre. We look forward to seeing you soon!

Inquiry and Booking Timeline:

Inquiry Stage	<ul style="list-style-type: none">• Submit date inquiry to the Kandalore OEC website at www.kandalore.com/oec/experiences by clicking the inquiry tab• Review the Information Package• Submit Information Package information to principal or school board to obtain trip approval• Email hec@kandalore.com requesting any further documents needed for approval
Contract and Deposit Stage Two Months Prior To Visit	<ul style="list-style-type: none">• Receive Pre-arrival Package and contract from hec@kandalore.com• Submit signed contract to hec@kandalore.com and mail 50% deposit to: Camp Kandalore, 544 Eglinton Avenue East, Suite 201, Toronto, Ontario, M4P 1N9
Pre-Arrival Planning Stage Two Weeks Prior To Visit	<ul style="list-style-type: none">• Complete and submit Pre-Arrival package to hec@kandalore.com and discuss any specific requirements needed for your group

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KANDALORE OEC DIRECTORS



Ash Krueger (he/him)

Interim OEC Director

oec@kandalore.com

This will be Ash's second summer at Kandalore! Along with six seasons in the OEC he has four years of camp experience as a mountain bike counsellor, Assistant Director and Director. After working at camp and completing his degree in Sports Development he discovered his passion for youth development while learning and playing outdoors. Ash is the Interim OEC Director and Summer Program Director.



Shawn Gilmore (she/her)

Interim OEC Program Director

oecpd@kandalore.com

I started off my Kandalore career as the Head of Canoe last summer and have worked here full-time all year. I started my work in camping as a camp counsellor in 2016 at another camp in the area. After realizing how much I enjoy the industry, I went to Fleming College and graduated from its Outdoor Education program in 2022. This is all starting to sound very serious so I feel the need to tell you that a group of teenagers once told me that I am very cool (hopefully they weren't lying). I'm so excited to meet you all soon, we are going to have the best summer ever!

SPRING/FALL ACTIVITY DESCRIPTIONS

About Kandalore

Kandalore is dedicated to providing quality Outdoor Education programs that allow students to discover personal strengths, develop problem solving and teamwork skills, and have a positive and challenging experience in an outdoor setting. Whether the goal of your trip is team building, leadership development, or just having fun outside, we will work with you to create a memorable experience.

Students are led through each activity by trained and qualified Kandalore OEC staff. At the beginning of each trip, Kandalore OEC staff create a Group Agreement with students, where the group comes to an understanding of the safety requirements and allow for individuals to step outside of their comfort zone while being supported by their peers. Availability of these activities varies with group sizes, the time of season, and the total number of groups on site during your trip.



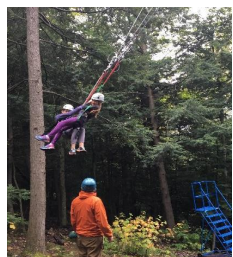
High Ropes (Challenge Course)

Students will review safety procedures and proper use of equipment in the practice area. Upon completing "Ground School", students clip into our high ropes course via a bridge from the second floor of the Museum building to our Challenge Course tower. From the tower, students can choose over 20 challenge elements on two levels of the course guided by our trained ropes course staff members.



Vertical Playground

Think of this activity as a cross between rock climbing and high ropes! On this course, students will ascend several different obstacles including a rope ladder, cargo net, tires, and more. While not climbing, students will work in groups of three to belay their classmates while a Kandalore staff supervises.



Team Swing

The giant swing is an outdoor element where one or two students are pulled up into the air by a haul team consisting of all remaining group members. When the students are at the desired height, one of the students pulls a halyard snap and self-releases. The two students ride out a 60-foot pendulum swing over a cliff face through the forest. Teamwork, patience, and encouragement among the students is essential to run this activity.



Outdoor Rock Climbing

If you have ever done rock climbing, then you know how much of a challenge it is. Kandalore has three natural rock faces for you to develop your climbing skills on and cheer on your fellow classmates. We use the best safety gear available to help you climb. Outdoor rock climbing will take up two activity periods – either a full morning or full afternoon!



Indoor Rock Climbing

Kandalore also has a great indoor rock climbing wall. Located in our Museum building and at a height of around three stories, the wall has four different climbs of varying difficulty. Students may progress from our easiest climb to the overhang in no time! As with outdoor rock climbing, students will learn climbing and rappelling techniques, and will be outfitted in top quality safety gear.



Low Ropes

Our low ropes course provides students with physical and intellectual challenges that require the skills and abilities of all team members for successful completion. At each of our seven low ropes elements, students are encouraged to listen to and communicate with one another, problem-solve as a group, and support classmates through exciting balancing acts. To complete a low ropes activity, each student must contribute their unique capabilities to the team effort.



Blanket Toss (IBT)

A great way to focus on teamwork, every group will have a chance to send their friends into the air with our Inuit Blanket. The blanket, which is used traditionally to celebrate and keep alive the traditions of the Inuit people, is a team exercise which inevitably ends in excitement and memorable aerial moments. Students will learn why the Inuit people used this activity!



Voyageur Canoeing

The remote and wild rivers of Canada have a long history of being transportation routes for Aboriginal people, trappers, fur traders, and voyageurs. We have two voyageur canoes at Kandalore, each having enough space for 20 people! In activity groups, students will learn the basics of paddling safely in these canoes and head out

on to Lake Kabakwa for a tour of the Kandalore shoreline. Racing against the other Voyageur canoe is a tough challenge and stopping over at Ghost Island is a regular event that includes games like Sardines or Camouflage!



Tandem Canoeing

Kandalore has a long tradition of canoeing and our summer camp program prides itself on our canoe tripping legacies. During the outdoor education seasons, our canoe program provides students with introductory lessons in safety, stroke development, and maneuvering the canoe. These skills, practiced first on land and then in our shallow bay area of Lake Kabakwa, are all presented in a fun and engaging manner. Often, games like canoe-soccer or ball-tag emerge.



Kayaking

The kayaking program at Kandalore is often a favourite activity choice for teachers and their students. In this activity, introductory safety lessons are presented, followed by stroke and manoeuvring practice. All these lessons are discussed on land before heading out on to Lake Kabakwa. On warm and sunny days, students regularly enjoy ending their kayaking lesson by playing games of tag, follow-the-leader, or piano keys!



Stand-Up Paddle Boarding (SUP)

In this activity, introductory safety lessons are presented, followed by stroke and manoeuvring practice. All these lessons are discussed on land before heading out on the boards. One gets a different view of Lake Kabakwa when standing up and looking down to the water. The period is frequently spent enjoying the fresh breeze, practising yoga, or working as a team to stabilise the boards.

EVENING PROGRAMS IDEAS

Camp Fire

A Kandalore classic, staff members will perform a variety of skits and call-back songs, while encouraging students to share their personal favorites. Camp Fire is often partnered with a talent show.

Egg Drop

Students are tasked with creating a protective case for an egg using a variety of resources found around camp. Students will have the opportunity to obtain a variety of items to upgrade their casing by completing a variety of initiative tasks and challenges. The egg-cases will be dropped from the top of the high ropes course by a staff member to test their effectiveness!

Night Hike

Kandalore staff will take students on a hike through the forests surrounding camp, often to the Pegmatite lookout spot. Students will observe the stars and play initiative games. Night Hike is often combined with another evening program.

Kunkin or "Kick the Boot"

The object of the game is for the offensive team to kick the boot and make it back to their safe zone, without being tagged by a defensive player. If any offensive player is tagged before they make it back to their safe zone they are out, if a defensive player does not tag anyone, they are out.

Running Pictionary and Sculptionary

Students are split into groups and send one of their teammates to find a staff member hidden within a predetermined area. When they find a staff member, they are given a word. In Running Pictionary, students must run back to their team and draw the word; in sculptionary, students must sculpt the word out of clay. When the word being drawn or sculpted is guessed correctly, the student who guessed correctly runs and tries to find a staff member, receives the next word, and returns to their team to begin again.

Survival

Students are given an animal tag that designates them as an herbivore, omnivore, or carnivore. The object of the game is for each student to acquire as many food/shelter/water tags as their species requires, without being tagged or "hunted" by a carnivore, hunter, or natural disaster.

Sargon

Each student writes down the name of a famous person or character. These can be characters from books, movies, tv shows, etc. Students then try to guess the names based on clues given by a representative from their team. The first-round students can only say one sentence, the second-round students can only say one word, and the third-round students can only act out their name.

"Riff-Off"

Students are split into teams and given a word, for example: Love. They take turns singing song lyrics that include the given word until one team is out of songs to sing.

Cans Stones

A variation of capture the flag, students are divided into two teams. Each team has a milk crate filled with items and a jail in their area. The goal is to bring the items from the opposing teams milkcrate to your own without being tagged by an opposing team member. Students can only capture one item at a time.

Commando	Within a predetermined area, students must silently make their way to a candle placed in a wooded area and attempt to blow it out. Throughout this area Kandalore staff will be stationed with flashlights. If students are caught within the flashlight beam, they must return to the starting point and begin again.
Reverse Scavenger Hunt	Students are given the opportunity to collect a variety of random items from around camp and their cabins. When they return to the common area, staff pose requests to students to build them different types of items or bring forward their best version of an item. For example, bring us something blue or make us something useful at camp.
Clue	Students will be split into groups and tasked with solving the Kandalore Clue Mystery. Students will travel to various locations around camp to search for the Kandalore Staff involved in the deed and perform initiative tasks to receive clues to solve the mystery.
Ghost Island	In the Spring and Fall, students will take a voyageur canoe across the lake to Ghost Island for a campfire or initiative games.
Escape the Zoo	Students attempt to find Kandalore staff dressed up as “Zoo Animals” who have escaped and are hiding around camp. Students will receive points depending on the animal that they return. But watch out, some of these animals may try to escape once they have been found!
Talent Show	Within our indoor stage or in front of a campfire, students can share various talents, dances, perform skits, and sing songs for their peers.
Broomball	A variation on hockey using a broom-like stick. Can be played indoors or outdoors,
Specialty Programs	The Kandalore team is always open to creating and curating a specific evening program that caters to the needs and interests of your teachers and students.

CHALLENGE BY CHOICE/DEGREE

While being supervised by trained and qualified Kandalore OEC staff, as well as being provided with introductory lessons in a variety of land or water-based activities, students will safely step out of their comfort zone.

The Kandalore OEC staff acknowledges all types of success and champions each student’s personal choice in determining the level of challenge they are comfortable with. This defines the nature of our Challenge by Choice model. Whether a student climbs to the top of our High Ropes course, or simply puts a harness on, our staff will encourage, support, and celebrate all student successes.



*On request, the Kandalore Outdoor Centre can create a variety of specialty programs catered to your group’s specific needs.
For example: Kandalore’s Amazing Race or the Great Kandalore Scavenger Hunt
Kandalore Outdoor Education Centre Activities Meet [OCA](#) and [OPHEA](#) guidelines*

FACILITIES

CABINS

At Kandalore, participants will stay in cabins that accommodate 10-12 beds. These cabins are heated and insulated with electric floorboard heaters. The washrooms and showers are nearby, but not inside the cabins.

Kandalore accommodates over **250** beds available for participants.

Coordinators are provided their own cabins and living spaces.



DINING HALL: Whipper Hall

Meals are prepared and served by the Lakeside Catering Services in our dining hall, Whipper Hall. Lakeside is capable of accommodating a variety of special dietary needs (allergies, lactose intolerance, vegetarian, etc.)

Whipper hall can seat up to **250** people and is a great place for indoor programs



WASHROOM FACILITIES

There are multiple washrooms found around camp. Some of these buildings house both the showers and toilets. During a busy week, each group will be assigned a designated shower house, and a shower time.



INDOOR FACILITIES

Outside of the cabins and the dining hall, there are three indoor spaces at Kandalore. The Museum, once the home of a heritage canoe collection, is the elevated entrance to our high ropes course as well as an area to facilitate evening programs. Lynx Hall, which is an indoor space, used for a variety of programs including rainy day activities. The Lounge, which is the **only** heated building outside the cabins where participants can spend free time.



The Museum



Lynx Hall



The Lounge

CURRICULUM LINKS

Kandalore Activities	Grades 5, 6, 7, 8	Grades 9, 10, 11, 12
The Group Agreement	Health and Physical Education Social-Emotional Learning Skills <ul style="list-style-type: none"> • <i>Identification and Management of Emotions</i> Active Living <ul style="list-style-type: none"> • <i>Safety, Positive Motivation and Perseverance</i> Language: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> English: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i>
Low Ropes	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation:</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Language: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Arts: Developing Creativity: <ul style="list-style-type: none"> • <i>Using problem-solving skills</i> • <i>Taking an innovative approach to a challenge</i> Using The Creative Process <ul style="list-style-type: none"> • <i>Challenging and Inspiring</i> • <i>Imagining and Generating</i> English: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i>
Archery	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation:</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> 	Health and Physical Education: Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>
Rock Climbing	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence:

		<ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>
Canoeing	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>
Kayaking	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>
Voyageur Canoeing	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> Social Studies Grades 5-6: Heritage and Identity: First Nations and Europeans in New France and Early Canada <ul style="list-style-type: none"> • <i>Understanding Context: Significant Characteristics and Interactions</i> • <i>Understanding Context: The Development of Communities in Canada</i> History Grades 7-8: New France And British North America, 1713-1800 • <i>Understanding Historical Context: Events and Their Consequences</i>	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Interpersonal Skills</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Arts: Understanding Culture <ul style="list-style-type: none"> • <i>Understanding cultural traditions and innovations</i> Grade 10: First Nations, Métis and Inuit Studies: Identities, Cultures, and Self Determination: <ul style="list-style-type: none"> • <i>Historical Significance and Perspective</i>

Nature Shelter Building/ Fire Building	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Science Grade 5: Understanding Earth and Space Systems: Conservation of Energy and Resources: <ul style="list-style-type: none"> • <i>Understanding Basic Concepts</i> Science Grade 6: Understanding Life Systems: Biodiversity: <ul style="list-style-type: none"> • <i>Understanding Basic Concepts</i> Science Grade 7: Understanding Life Systems: Interactions in the Environment: <ul style="list-style-type: none"> • <i>Understanding Basic Concepts</i> 	Health and Physical Education: Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Science: Biology: Sustainable Ecosystems: <ul style="list-style-type: none"> • <i>Developing Skills of Inquiry and Communication</i> • <i>Understanding Basic Concepts</i>
Challenge Course Elements – High Ropes, Vertical Playground, Team Swing	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Language: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skills</i> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> English: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i>
All-School Game)	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Language: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>

Orienteering	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Canadian and World Studies and Social Studies: Geography: Appendix C: Understanding Map Elements <ul style="list-style-type: none"> • <i>Spatial Skills</i> • <i>Mathematical Literacy</i> • <i>Direction</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Geography: Appendix C: Understanding Map Elements <ul style="list-style-type: none"> • <i>Spatial Skills</i> • <i>Mathematical Literacy</i> • <i>Direction</i> • <i>Location</i>
Stand-Up Paddle Boarding (SUP)	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>
Mountain Biking	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>
Broomball	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i>

Group Games and Initiative Tasks	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Language: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Personal Skill</i> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Arts: Developing Creativity: <ul style="list-style-type: none"> • <i>Using problem-solving skills</i> • <i>Taking an innovative approach to a challenge</i> Using The Creative Process <ul style="list-style-type: none"> • <i>Challenging and Inspiring</i> • <i>Imagining and Generating</i> English: Oral Communication: <ul style="list-style-type: none"> • <i>Listening to Understand</i> • <i>Speaking to Communicate</i> Arts: Developing Creativity: <ul style="list-style-type: none"> • <i>Using problem-solving skills</i> • <i>Taking an innovative approach to a challenge</i> Using The Creative Process <ul style="list-style-type: none"> • <i>Challenging and Inspiring</i> • <i>Imagining and Generating</i>
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Blanket Toss	Health and Physical Education Active Living: <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Safety</i> • <i>Physical Fitness</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Social Studies Grades 5-6: Heritage and Identity: First Nations and Europeans in New France and Early Canada <ul style="list-style-type: none"> • <i>Understanding Context: Significant Characteristics and Interactions</i> • <i>Understanding Context: The Development of Communities in Canada</i> History Grades 7-8: New France And British North America, 1713-1800 <ul style="list-style-type: none"> • <i>Understanding Historical Context: Events and Their Consequences</i> 	Health and Physical Education: Living Skills: <ul style="list-style-type: none"> • <i>Interpersonal Skills</i> • <i>Creative and Critical Thinking</i> Active Living <ul style="list-style-type: none"> • <i>Active Participation</i> • <i>Physical Fitness</i> • <i>Safety</i> Movement Competence: <ul style="list-style-type: none"> • <i>Skills and Concepts</i> • <i>Strategies</i> Arts: Understanding Culture: <ul style="list-style-type: none"> • <i>Understanding cultural traditions and innovations</i>
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SAFETY

Due to the Outdoor Education Centre's proximity to professional medical care, Kandalore is not considered a remote wilderness setting. Although urban protocol is required in all medical and health emergencies, First Aid training is helpful in the immediate care of the patient. As such, all Kandalore OEC staff members are expected to maintain a current and up to date CPR-C and First Aid certification.

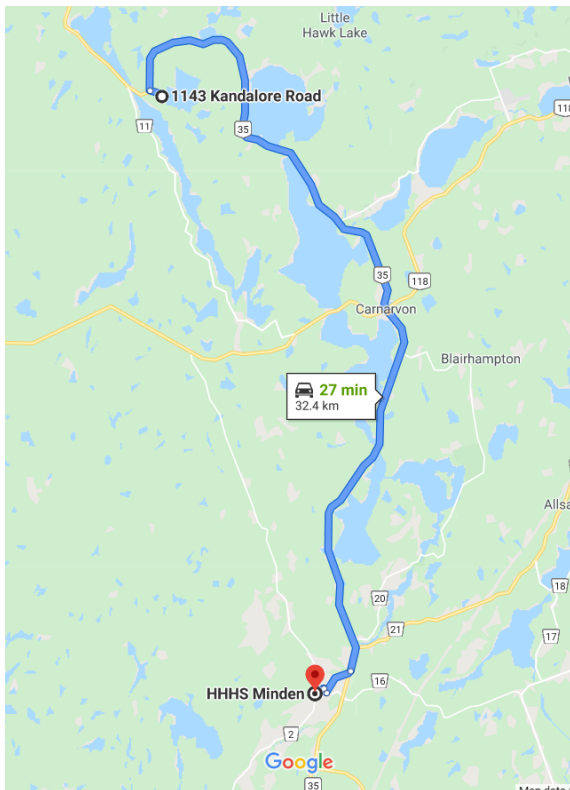
First Aid Kits are located throughout our camp; specifically, the high ropes course, the office, the dining hall, and in the possession of each Kandalore Outdoor Education Facilitator.

Walkie Talkie radios are present at all of our adventure course activities (High Ropes, Vertical Playground Rock Climbing, Team Swing) and all of our water activities (Tandem Canoe, Voyageur Canoe, Kayaking, Standup Paddle Boarding) to ensure safe and immediate communication between staff and the directors. In case of emergency the Kandalore staff will be able to communicate the situation and locate the student on camp quickly and precisely.

In the event of an emergency, cell phone service is available throughout our site, and we suggest that teachers bring their mobile devices with them to each activity.

If deemed necessary, professional medical assistance will be accessed by:

- Using the Kandalore emergency vehicle to drive to Minden General Hospital's Emergency Department. The Program Director or Director will drive the injured person and a teacher/chaperone.
- Calling 911 for medical assistance: The Kandalore 911 Address is: 1143 Camp Kandalore Rd., Algonquin Highlands ON, K0M 1J2



Directions to Minden General Hospital
Emergency Department:
6 McPherson St, Minden, K0M 2K0.
(705) 286 - 2140

If further documentation of the Kandalore Outdoor Education Centre's Emergency processes is needed for review, they can be provided upon request

SWIM TEST POLICY

Camp Kandalore employs the [Canadian Swim to Survive](#) Swim Test for all Kandalore OEC Students, Campers, Kitchen Staff and Maintenance Staff that will be swimming at Kandalore. Staff members are exempt from the swim test if they have a lifeguarding certification.

During the Kandalore OEC Spring and Fall seasons, all students are asked to perform the swim test with lifejackets on. Lifejackets will be provided by Camp Kandalore.

Before the students begin the physical swim test, they are asked the following: •

What is your comfort level with swimming?

- What is your comfort level swimming in lake water (cold and darker water)?

Swim test students are then asked to perform the following skills:

- Roll into deep water
- TREAD water for one minute
- SWIM 50 metres

The skill sequence listed above meets the requirements for the Canadian Swim to Survive Swim Test set by the Life Saving Society. The sequence includes the skills needed to survive an unexpected fall into deep water.

Students that do not pass the Swim to Survive Swim Test will be identified as non-swimmers and will be reported accordingly on our waterfront marking sheet and to the appropriate supervisors. The student who fails to meet the swim test requirement will **NOT** be allowed to participate in **ANY** water-based activities but will be provided alternative programming.



ARRIVAL AND DEPARTURE

When you arrive, each student should know their cabin by name as well as what activity group they will be in during the day.

ARRIVAL PROCEDURES

Arrival: Kandalore staff will be waiting for you in the parking lot at your designated arrival time. **If you arrive a few minutes early, please feel free to walk down to the camp and we will meet you along the way.**

Cabins and Touring Kandalore: All the students will gather their luggage from the bus and at this point they will be separated into their cabin groups and led to their accommodations by our staff. They will quickly drop off their luggage and a Kandalore staff will take them on a tour of the camp. Our policies, procedures and other pertinent issues will be discussed during this time.

We will show the supervisors to their cabin at this time as well. We invite all supervisors to accompany us on a tour, especially teachers who are not familiar with the site.

Lunch: The students will be given time to eat the lunch they brought, unpack, and change into proper clothes for the afternoon activities. Lunch can be provided on arrival by request at an additional cost.

Staff Meeting: The Kandalore OEC staff will meet with you for introductions and to discuss expectations, goals, medical concerns, and other information regarding the students.

Afternoon Activities: After the staff meeting, we will join up with the students and start the afternoon with some fun games. We will then divide the students into their activity groups and begin the afternoon program.

DEPARTURE PROCEDURES

On the morning of your departure day, we will give the students time to pack and clean their cabins. We ask that all students and teachers move their luggage out of their cabins by **10am**, to allow us to clean and prepare for the next group. Our clean-up procedures for the students are as follows:

- Flip and lean mattresses to make sure that nothing has been lost underneath them
- Sweep the floor, including under the bunks
- Put all garbage and recycling into the bins provided in each cabin

We can provide an early or packed lunch on the day of your departure. Lakeside Catering Services need to know this information two weeks in advance. Please email specific departure details to oe cpd@kandalore.com.

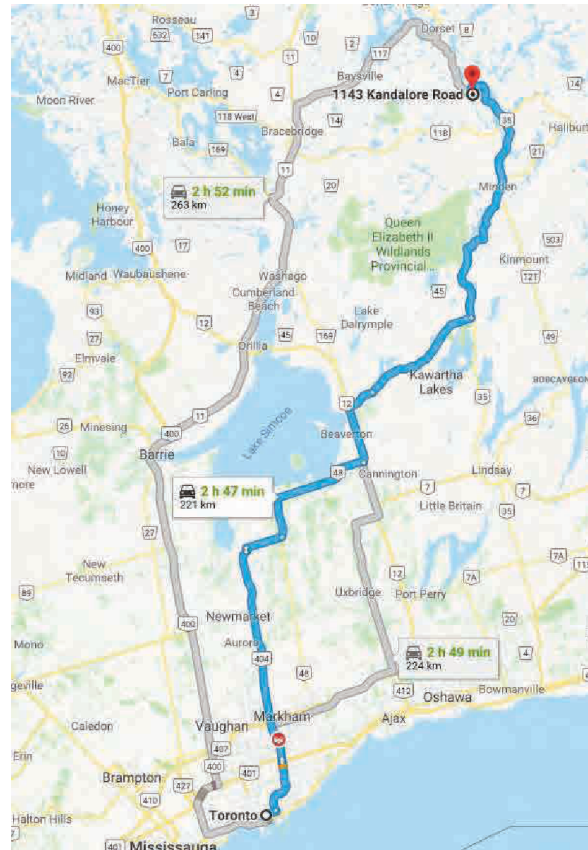
DRIVING DIRECTIONS TO KANDALORE

VIA Highway 400

- Travel North on Highway 400/11 to Bracebridge.
- Take the Highway 118 Exit and travel East on Highway 118 to Carnarvon and the Highway 118/Highway 35 junction (approx. 55 kms).
- Turn North (left) onto Highway 35 and travel approximately 15 kms until you see Camp Kandalore Road on your left.
- You've made it! If you get to Ox Narrows Lodge and the Firehouse Restaurant, you have traveled 1km too far north.

VIA Highway 404-48-35

- Travel North on Highway 404 to the Green Lane Exit (highway ends).
- Turn right on Green Lane and then left at the first lights onto Woodbine Ave.
- Travel North on Woodbine until you reach the Ravenshoe Road stop lights.
- Turn right on Ravenshoe Road and travel East until you reach Highway 48.
- Turn North (left) onto Highway 48 and travel until the junction of Highway 48/12 (approx. 35 kms).
- Turn North (left) on 48/12 and travel North until highway 48 & 12 split (approx. 13 kms).
- Turn East (right) at the split and continue on Highway 48 to Coboconk at the junction of Highway 48 and Highway 35 (approx. 35 kms).
- Turn North onto Highway 35 and travel North approximately 62 kms until you see Camp Kandalore Road on your left.
- You've made it! If you get to Ox Narrows Lodge and the Firehouse Restaurant, you have traveled 1 km too far North



ADDITIONAL INFORMATION

Meals: We have a nut-aware dining hall, which means that we do not buy or cook with any nut products. For the safety of students and staff, we ask that no products made from, or containing nuts, be brought onto the site.

On the first evening of your visit, we will meet for dinner at 5:15pm, so that we can explain our dining hall procedures.

Our kitchen staff is very accommodating when it comes to dietary needs; however, they need to know at least two weeks in advance if anyone in your group (students and/or supervisors) requires special attention. **Please let us know about food allergies, lactose intolerance, vegetarians, etc. prior to your arrival, so that we can provide alternate options for such individuals.**

Night Patrol: Our evening programs and snack finish between 8:30pm and 9:00pm. Teacher supervisors are responsible for determining when the students must return to their cabins, and when they must turn off their lights for the night. If you are sharing the facility with other groups, we encourage you to meet with the other supervising teachers to set up nighttime rules that will accommodate all groups. In case of any emergency, we will be available to assist.

For an additional fee, we can offer you a night patrol service. This service begins at 11:00pm and lasts until 7:00am. During this time, a Kandalore OEC staff member circulates through the camp every **half-hour**. This staff person is based out of our office, which is in a central location and is available if the students require assistance of any kind. It is not a guarantee that we will have staff availability for this option, please check in with us ahead of time.

Wake up: We do not have a wake-up bell at Kandalore. We suggest that the supervisors wake up the students or that the students bring one alarm clock per cabin.

YOUR ROLE AS A SUPERVISOR

As a teacher, you play an important role in making the experience at Kandalore successful. Our intention is to provide you with the opportunity to take part in the experience with the students. We want the trip to be as enjoyable for you as it is for the students.

You are welcome and encouraged to take part in the program. By sharing in the experience, you will enrich your relationship and enhance the level of trust between you and the students. It is important to allow the students to come up with their own answers when it comes to working together as a group. This will develop the students' skills in leadership, problem solving, and decision making. Due to the nature of some activities, we may ask you to help with, or participate in, certain parts of our program. However, please do take some time during your visit to relax if you need to.

STUDENT SUPERVISION

The Kandalore OEC staff are responsible for preparing and delivering the program. During all Kandalore activities, Kandalore OEC staff will supervise and instruct the students. There are times when the students will not be at activities. We ask that the teachers supervise the students at the following times:

1. **Meals:** We ask that the students behave under the same guidelines set for them at school. Please emphasise to the students not to waste food and to clean up after themselves.
2. **Supervised Rest Periods:** This generally occurs after meals (15 minutes after breakfast and 50 minutes after lunch and dinner). During this time teachers are responsible for supervision, as it allows our staff to prepare for upcoming activities.
3. **Nighttime:** Snack usually ends between 8:30 pm and 9:00 pm. Please be sure to set clear expectations for the students' behaviour during the hours between snack and breakfast. Please determine and communicate the time that students need to be back in their cabin.

EXPECTATIONS AND PREPARING YOUR CLASS

Here at Kandalore, it is important for our students to respect the environment, to respect others, and to respect ourselves. The students will be asked to adhere to the following guidelines during their stay. Please discuss these guidelines with your students before they arrive at Kandalore.

1. The use of alcohol and/or illicit drugs is strictly prohibited by staff and students.
2. Smoking (if in line with school policies) is permitted at the discretion of the teachers and may only take place in designated smoking areas.
3. A Kandalore OEC staff must be present for students to take part in any of the activities. The students are expected to follow all guidelines and safety procedures outlined by any of the Kandalore OEC staff.
4. No student is to be within 3 metres of the lake without the direct supervision of the Kandalore staff.
5. In order to respect privacy, we ask that students stay out of any cabin other than their own.
6. Students are responsible for maintaining the condition of their cabins and we ask that the students leave their cabins in the same condition as they found them. Graffiti or any other damage to cabins is unacceptable. There will be an additional cost to cover damages as a result of graffiti and vandalism.
7. There can be no food left in or around the students' cabins. Kandalore strives to be a nut-free environment. There can be no nut products brought into or left in the cabins.
8. We are committed to ensuring that everyone who comes to Kandalore has an enjoyable visit. We therefore ask that the students act in a considerate and respectful fashion to one another and to other groups that are using the facility.

Other emergency guidelines will be discussed upon the group's arrival at Kandalore

**The Following Documents Should Be Printed and Distributed to Students:
Letter to the Students, Student Packing List, and the Student Waiver**

LETTER TO THE STUDENTS

Welcome to the Kandalore Outdoor Education Centre program! There are a few things that you should know about Kandalore before you arrive.

LOCATION

Kandalore is located on highway 35, north of Minden and south of Huntsville. Depending on where you are coming from, it will take between one to four hours to reach **Kandalore**.

ACCOMMODATIONS

The cabins are warm and provide you with a comfortable place to sleep. The toilets and showers are nearby, but not inside the cabins. Remember to close the door to your cabin so that bugs do not get in! Bedding and Towels are not provided by Camp Kandalore.

FOOD

All meals are prepared and served by the Lakeside Catering Services. If you have any special dietary needs (allergies, lactose intolerance, gluten intolerance, vegetarian etc.), please let your teachers know in advance so that they can notify us, and alternate options can be prepared. Kandalore is a nut free facility.

A TYPICAL DAY AT KANDALORE

Most days at Kandalore will take place as outlined below; however, some of the timing may change in order to accommodate your arrival and departure times. Kandalore staff will notify you of any such changes so that you can be sure to make it to programs and meals on time.

7:45am Students may leave cabins

8:30am BREAKFAST

9:15am-12:15pm Morning activities in activity groups

12:30pm LUNCH

1:15-2:00pm Teacher supervised cabin time, activity prep

2:00-5:15pm Afternoon activities in activity groups

5:30pm DINNER

6:15-7:00pm Teacher supervised cabin time, activity prep

7:00-8:30pm Evening program with entire school

8:30pm SNACK

Your teachers will determine curfews and lights out.

PROGRAM

Your teachers will divide you into activity groups (10-12 people per group) and you will remain in this group throughout your visit. You will do all the daily activities in your activity group and then take part in evening programs with your entire school. Kandalore staff will lead you through the program, which consists of activities such as canoeing, rock climbing, archery, blanket toss, and group games/initiative tasks.

STUDENT PACKING LIST

Here is a list that should give you an idea of what to bring on your trip. Remember that most of what we do takes place outside and the weather can be wet and sometimes cool. **Please bring clothing that you are willing to get dirty.**

- ☐ 1 packed lunch to eat when you arrive on the first day (nut-free please!)
- ☐ 1 jacket
- ☐ 1 fleece jacket or warm sweater
- ☐ 2 pairs of pants (jeans not recommended)
- ☐ 2 pairs of shorts
- ☐ 2 long sleeve shirts
- ☐ 3 t-shirts
- ☐ underwear
- ☐ 4-6 pairs of socks (wool or fleece will be warmer)
- ☐ 1 hat for the sun
- ☐ 1 toque and 1 pair of mitts for cool evenings
- ☐ 2 pairs of shoes (for running around and being active)
- ☐ 1 bathing suit (there may be a chance to be in the water)
- ☐ 1 towel
- ☐ 1 sleeping bag
- ☐ 1 pair of pajamas
- ☐ 1 pillow
- ☐ 1 water bottle
- ☐ 1 rain jacket (and pants if possible)
- ☐ sunscreen/bug spray
- ☐ flashlight
- ☐ toiletries
- ☐ camera, watch and sunglasses are optional

WHAT NOT TO BRING:

- ☐ junk food (includes candy)
- ☐ valuables: phones, jewelry, etc.
- ☐ knives, lighters

Though we do our best to find and return lost and found items, it is common for belongings to get misplaced or damaged during a visit. Please consider this while choosing what to bring. Kandalore is not responsible for lost, broken, or stolen items.

We look forward to seeing you soon!

TRIP DOCUMENTS



Visitor/Student acknowledgement of risks and release

Name of visitor/student _____ Date of Birth: _____

School/organisation (if applicable): _____

Trip dates/dates on site: _____

The visitor/student and his/her parent(s) or guardian(s) (collectively the “Undersigned”) understand the nature and inherent hazards and risks of the intended activities related to the trip described below (hereinafter referred to as the “Activity”).

The Undersigned acknowledges that engaging in this Activity may require a degree of skill and knowledge and that the visitor/student has responsibilities as a student.

The Undersigned certify that the visitor/student is fully capable of participating in the Activity. The Undersigned represents that the visitor/student is in good health and physically fit and has not been advised by a physician not to participate in arduous physical activities. The Undersigned knows of no reason, health-related or otherwise, why the visitor/student is not capable of participating in the activities planned for this trip. The Undersigned accepts full responsibility for any injuries or illnesses that the applicant may suffer during the trip, including, but not limited to, those resulting from any pre-existing medical condition.

The Undersigned fully understand and appreciate the risk of injury, illness, property loss or theft, and even death inherent in the Activity. It is further understood that unforeseen circumstances may arise and Kandalore Camp Co. Limited (the “Company”) shall not be held responsible for such circumstances or the consequences thereof. Notwithstanding the foregoing, nothing contained herein shall excuse the Company, and its directors, officers, employees or agents from responsibility for its or their negligence or willful misconduct during the course of the trip.

The Undersigned acknowledge that they have read the clothing and equipment list provided by the Company and accept full responsibility for inadequate clothing or equipment and for clothing and equipment which they fail to provide.

The Activity may take place in a wilderness environment and may include but is not limited to: rock climbing and wall climbing, hiking, swimming, high and low ropes course initiatives, swimming in lakes, biking, canoeing, kayaking, archery, cross country skiing, snowshoeing, skating, quinzhee (snow-shelter) building, inuit blanket toss, fire building, cooking on an open flame, hiking, rappelling, tobogganing, broomball, orienteering, whitewater canoeing, whitewater kayaking and canoe tripping. The Activity may also include transportation and depending on the program, visitors/students may spend several nights outdoors. In addition to the hazards and risks described in the paragraph above, the hazards and risks of the Activity may also include, but are not limited to, the following: latent or apparent defects or problems in equipment provided by the Company or outside service providers, acts of other students in the Activity (including from the failure of other students to follow instructions or obey safety regulations), weather conditions (including unforeseen, inclement or intemperate weather), consumption of food and drink, fire, first aid, emergency treatment, or other services rendered. Further, the Company will not always have medical personnel (other than instructors that are certified in first aid) at the location of the Activity.

NOW THEREFORE, IN CONSIDERATION OF BEING PERMITTED TO PARTICIPATE IN THIS ACTIVITY, THE UNDERSIGNED ASSUMES ALL RISKS AND ACCEPTS FULL RESPONSIBILITY SURROUNDING THE VISITOR'S/STUDENT'S PARTICIPATION IN THE ACTIVITIES, THE TRANSPORTATION RELATED TO THE TRIP AND ANY ACTIVITY UNDERTAKEN AS AN ADJUNCT THERETO, WHICH RISKS AND RESPONSIBILITY INCLUDE FOR BODILY INJURY, DEATH OR LOSS OF OR DAMAGE TO PERSONAL PROPERTY AND EXPENSES AS A RESULT OF THOSE INHERENT RISKS AND DANGERS IDENTIFIED HEREIN AND THOSE INHERENT RISKS AND DANGERS NOT SPECIFICALLY IDENTIFIED, OR AS A RESULT OF THE VISITOR'S/STUDENT'S NEGLIGENCE IN PARTICIPATING IN THIS ACTIVITY, AND THE UNDERSIGNED HEREBY WAIVES, RELEASES AND ABSOLVES AND AGREES TO INDEMNIFY AND SAVE HARMLESS THE COMPANY AND ITS DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS OF AND FROM ANY AND ALL LIABILITY ARISING THEREFROM, EXCEPT SUCH AS SHALL ARISE FROM ITS OR THEIR NEGLIGENCE OR WILFUL MISCONDUCT.

The Undersigned have carefully read, clearly understand and accept the terms and conditions stated herein and acknowledge that this STUDENTS ACKNOWLEDGEMENT OF RISKS AND RELEASE shall be effective and binding upon each of the Undersigned, and their respective heirs, successors, assigns, personal representatives, estates and for all members of the student's family.

The Undersigned acknowledges that the Director of Kandalore was made available if requested to explain the nature and physical demands of the activities and the inherent risk hazards and dangers associated with this activity.

The Undersigned allow photos and video taken on the subject trip to be used by the Company for promotional purposes.

The authorization shall remain effective until revoked in writing and delivered to the Company.

Signature of visitor/student: _____ Date: ____ / ____ / ____

*Signature of Parent or Guardian: _____ Date: ____ / ____ / ____ *for

visitors/students under 18 years of age

Pre-Arrival Information Form 1

IMPORTANT:

Please complete and scan and email this form to Kandalore two weeks before your scheduled visit to:

Program Director oeepd@kandalore.com

In order for us to plan for your visit and to work with you to determine your cabin and activity groups, we require the following information:

◆ Contact Information:

Group name: _____ Participant Age: _____

Mailing Address: _____

Coordinator/Administrator Primary Contact Name: _____

Email Address: _____ Telephone #: _____

Visitor Information:

Total number of participants: _____

Females: _____ # Males: _____ # Other / non-binary _____

Total number of supervisors/teachers: _____

Arrival Time: _____

Departure time: 1 pm *If you need to depart before 1pm, please let us know so we can organise an early lunch*

Night Patrol: YES / NO

Pre-Arrival Information Form 2

IMPORTANT:

Please complete and send this form to Kandalore two weeks before your scheduled visit to: **Program Director** oeepd@kandalore.com

Providing the information below will assist us in offering safe, inclusive, and quality outdoor education programs.

✧ Group name:

✧ Date of trip:

✧ Names of the participants who have *medical* concerns and/or *dietary* needs and a brief description of what their concern/need entails (eg. vegetarian, allergies, diabetes, etc.). This information is very important to us and it allows our program staff and kitchen staff to prepare for such needs in advance.

Participant Name:	Medical Concerns or Dietary Needs:

Pre-Arrival Information Form 3

IMPORTANT:

Please complete and send this form to Kandalore two weeks before your scheduled visit to:

Program Director ocpd@kandalore.com

Each group that comes for a three-day visit will have eight activity periods. Please select **eight preferred** activities and **four alternate** activities from the list below. The Kandalore Outdoor Centre cannot guarantee that every group will get first choice of all of their activities. We prioritise activity selection based on received deposits and reserved dates on completed group contracts. The program director will take program requests and restrictions and will do their best to accommodate the groups' desires to make a program that fits the needs of the group and the Kandalore staff.

High Ropes	Tandem Canoe Map Orienteering	Outdoor Rock Climbing *
Team Swing (Giant Swing)	Voyageur Canoe Compass Orienteering	Indoor Rock Climbing
Vertical Playground	Kayak Nature Period/ Outdoor Survival	Group Games/Initiatives Tasks
Low Ropes	Stand-Up Paddleboard / Blanket Toss	Archery
All Group Game	Mountain Biking Broomball	

Please note:

- *Outdoor Rock Climbing will take up two activity periods
- High Ropes and Team Swing cannot both be run during a three-day visit.
- In late fall and early spring, some water activities may be unable to run due to water temperature.

Preferred Activities	Alternate Activities
1.	1.
2.	2.
3.	3.
4.	4.
5.	Notes:
6.	
7.	
8.	

