

YMCA Camp Conrad Weiser Activity Achievements



The Camp Conrad Weiser Achievements Program is designed to challenge campers and staff to master the skills taught in our summer camp activities. In each design, individuals first must display an understanding of the necessary equipment and safety. The second and third levels focus on the individual's skill level in the given area. The fourth and fifth levels continue to test skill development, but individuals must also begin to demonstrate the ability to share their knowledge with others – they must teach.

For each level attained, campers and staff are presented with a pin. Staff are encouraged to display their pins on a lanyard (which would also bear their name tag).

Keep the Fires Burning!

Contents

Climbing
Boating
Sailing
Archery
Guitar
Nature
Outdoor Living Skills
Riding
Swimming
Trap
22 Rifles



Climbing

1. Level 1

- a. Observe all safety practices established at the South Mountain YMCA Camps climbing areas
- b. Name the apparatus necessary to climb on a top rope belay system, specifically the “slingshot,” (i.e. SMMCA Climbing Tower): Static Rope, ATC, Carabiner, Harness, Removable Rock Grips, Fixed Rock Grips, etc.)
- c. Be able to complete the “verbal contract” between climber and belayer
- d. Take 1 practice fall
- e. Complete at least 2 climbs on the easy face of the tower (south side)
- f. Demonstrate the **Figure 8 Double (Bunny Ears or Simple 8)**

2. Level 2

- a. Demonstrate proficiency with a climbing rig (i.e. without prompting, correctly use sit harness and attach to climbing rope).
- b. Demonstrate the **Figure 8** and **Figure 8 Follow-Through** (tie to the climbers harness)
- c. Complete 2 new climbs on the moderate side of the tower (north side)
- d. Complete the Zip Line
- e. Serve as a “back-up belayer” for a staff person for 2 climbers

3. Level 3

- a. Demonstrate 1 new knot (**Clove Hitch** or **Half Hitch**)
- b. Complete 2 new climbs on the difficult side of the tower (east side with overhangs)
- c. Complete 1 blind-folded climb
- d. Complete Belay School
- e. Belay 2 climbers with staff back-up

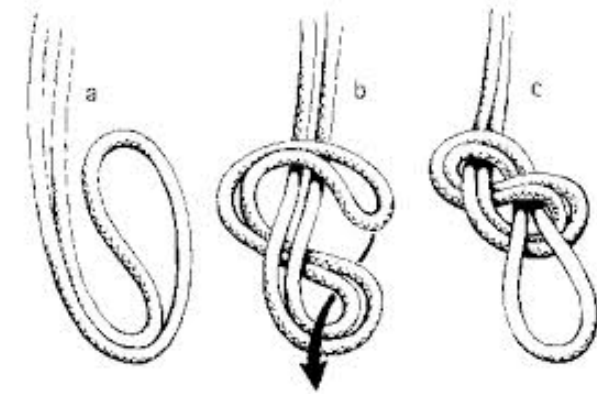
4. Level 4

- a. Demonstrate 1 new knot (the **Prusik**)
- b. Complete 2 elements (both team challenges) on the high ropes course (Giants Ladder and Tall Ships)
- c. Demonstrate the ability to teach Level 1 skills to a group
- d. Demonstrate the ability to correctly coil climbing rope
- e. Complete a night climb or night zip
- f. Plan and complete a climbing service project (i.e. setting a bouldering route, cleaning rocks at Cushion Peak, etc.)

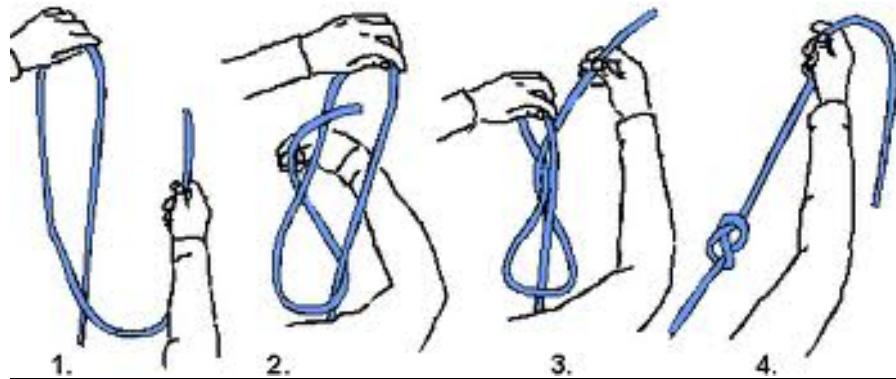
5. Level 5

- a. Demonstrate the ability to teach all skills acquired up through and including Level 3.

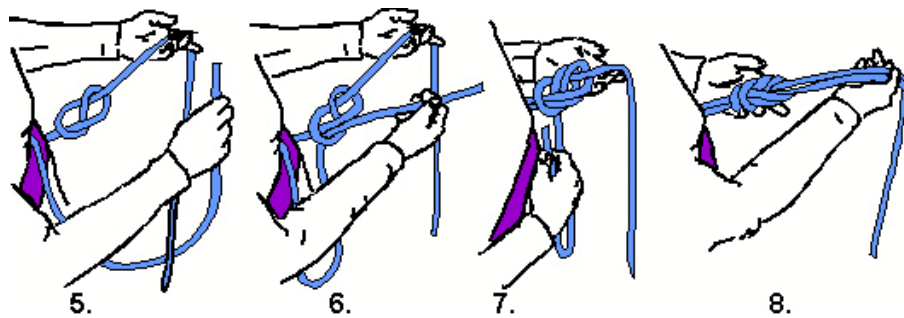
- b. Complete 2 additional High Ropes climbs (i.e. The Triangle and Pamper Pole)
- c. Complete a service project for the climbing program
- d. Tie a Monkey's Fist

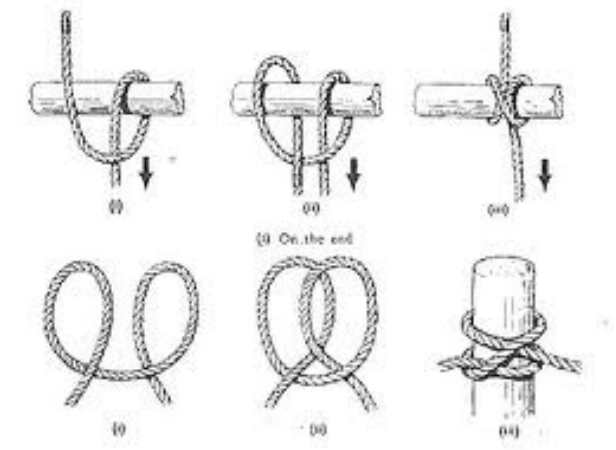


8 on a Bight or Double 8

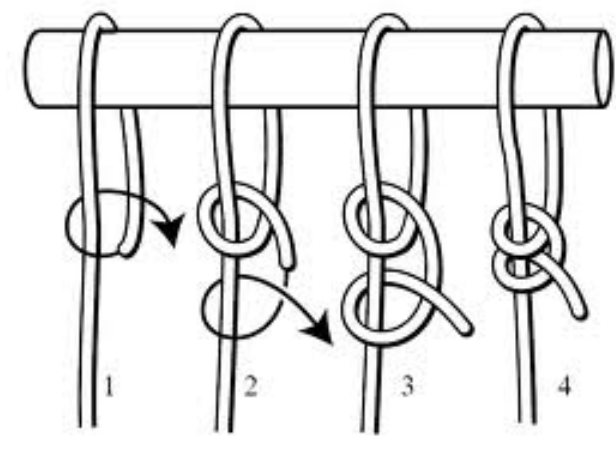


8 Follow Through

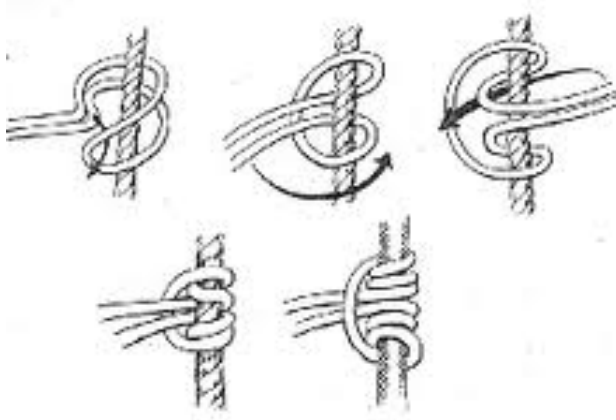




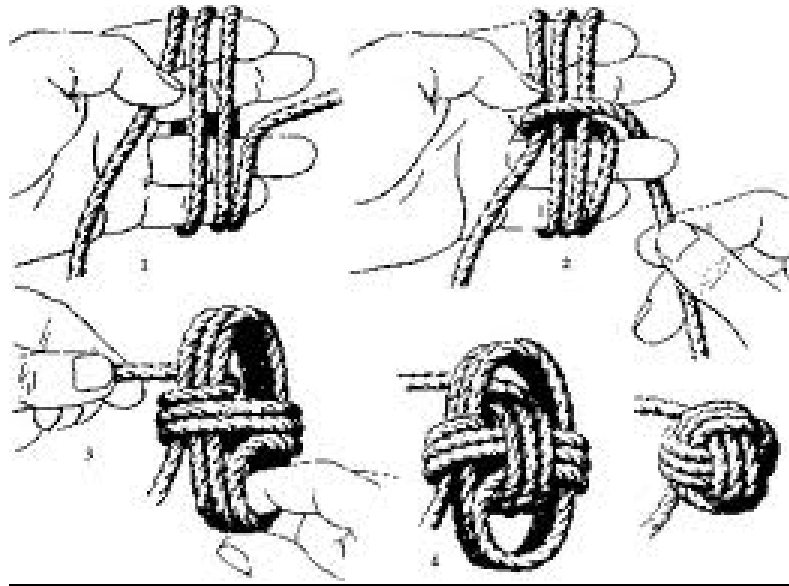
Clove Hitch



Half Hitch



Prussic Knot



Monkey's Fist

Boating

(Canoeing & Kayaking)

1. Level 1

- a. Pass the Swim Test (Green or Blue)
- b. Identify the parts of a canoe
 - i. Bow
 - ii. Stern
 - iii. Keel (on aluminum canoes only)
 - iv. Deck
 - v. Thwarts
 - vi. Gunwales
 - vii. Draft
 - viii. Freeboard
 - ix. Yoke (be able to explain what one does)
- c. Identify the parts of a paddle
 - i. Grip
 - ii. Throat
 - iii. Tip
 - iv. Blade
 - v. Shaft
- d. Identify and Properly don a PFD
- e. Assist in Care of the Equipment
 - i. Wet Footing
 - ii. Returning Canoes to Racks (trailer)
 - iii. Paddles & PFDs (rinsed and returned to trailer)
- f. Canoe Stroke Work
 - i. Forward Stroke and Feathering
 - ii. Reverse or Backwater feathering
 - iii. C Stroke
- g. Skill Demonstration
 - i. Entering and Exiting the Boat
 - 1. Wet-Footing
 - 2. Holding the boat for a partner
 - 3. Paddle 75 yards in a straight line
 - 4. Execute a left and right pivot turn

2. Level 2

- a. Boating Safety
 - i. Identify and Demonstrate a throw rope
 - ii. Know signs and symptoms of hypothermia
 - iii. Demonstrate (Kayaks):
 - 1. Help Position

- 2. Group Huddle
- b. Canoe Stroke Work
 - i. Draw Stroke
 - ii. Pry Stroke
 - iii. J Stroke
- c. Body Position in Canoe
 - i. Proper Body Rotation
 - ii. Kneeling
 - iii. Paddle on both sides of the boat
- d. Kayak
 - i. Identify the parts of a kayak
 - 1. Grab Handle
 - 2. Stern
 - 3. Bow
 - 4. Seat
 - 5. Cockpit
 - 6. Cockpit Rim
 - 7. Deck
 - 8. Port side
 - 9. Starboard side
 - 10. Bulk head (usually 2)
 - 11. Foot braces
 - ii. Simply spend an afternoon paddling and learning the feel

3. Level 3

- a. Canoe Safety
 - i. Hang onto a capsized canoe
 - ii. Right the capsized boat and paddle it to shore submerged
 - iii. T Rescue (Canoe over Canoe rescue)
 - iv. Assist a swimmer with your canoe
- b. Canoe Stroke Work
 - i. Sweeps
 - ii. Cross Bow Draw
 - iii. Cross Bow Forward
 - iv. High and Low Brace
- c. Kayak
 - i. Safely Enter and Exit a Kayak
 - ii. Paddle it straight for 75 yards
 - iii. Execute a right and left pivot turn

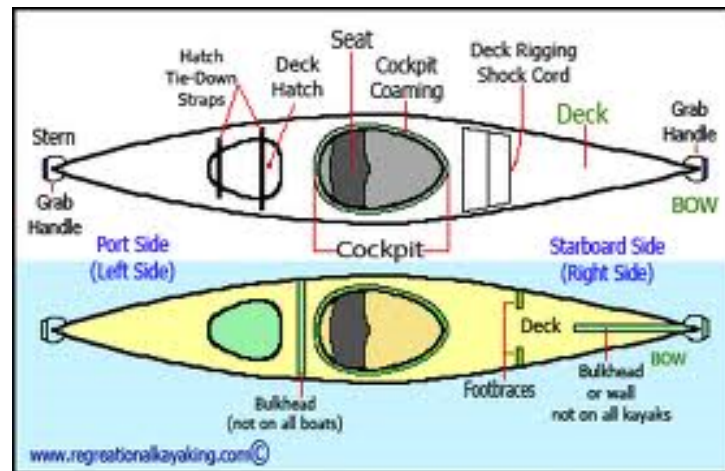
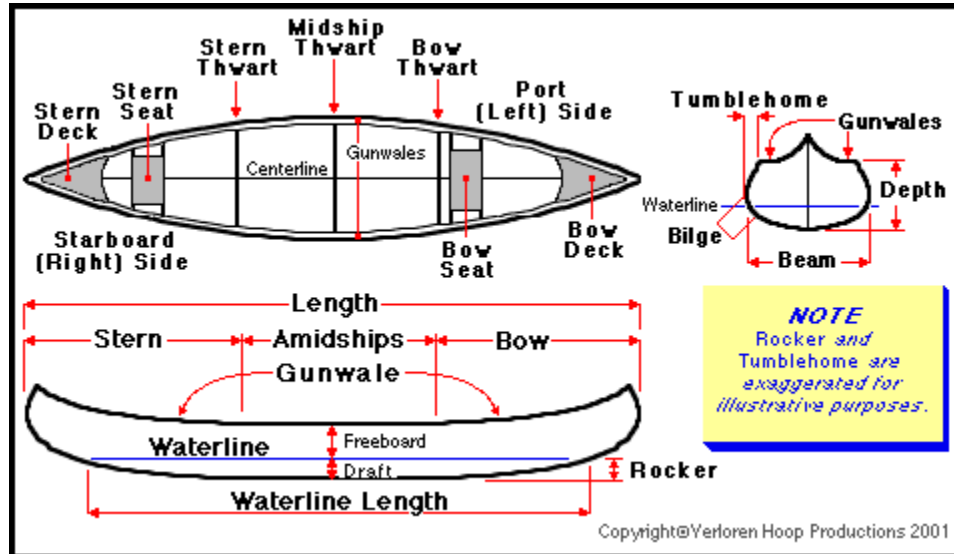
4. Level 4

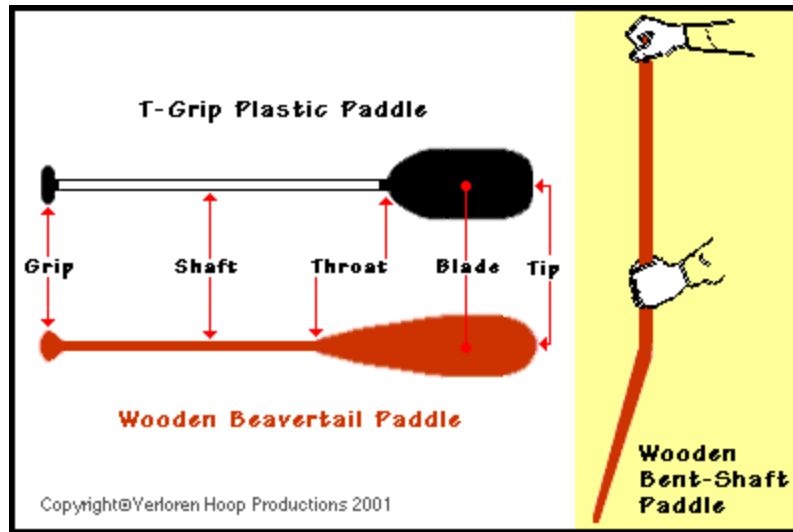
- a. Instruct Level 1 skills
- b. Solo paddle a canoe
 - i. 100 yards straight

- ii. Execute a left and right pivot

5. Level 5

- a. Instruct up to and including Level 3 skills
- b. Complete a service project for the boating program





Sailing

1. Level 1

- a. Put on and properly secure his/her life jacket (PFD)
- b. Describe and demonstrate suitable sailing clothing and personal equipment for various conditions.
- c. Fold and bag a suit of sails (main and jib).
- d. Tie and describe two uses of:
 - i. Bowline
 - ii. Daisy Chain
 - iii. Cleat Hitch
- e. Get safely in and out of a sailboat.
- f. Rig a sailboat.
- g. Un-rig a sailboat.
- h. Stow essential loose gear in a sailboat:
 - i. For sailing
 - ii. When securing boat as for night after sailing.
- i. Under direction, carry out simple sheet adjustments.
- j. Under direction, carry out simple rudder operations.

2. Level 2

- a. Tie and describe two uses of each of the following knots:
 - i. Clove Hitch
 - ii. Sheet Bend
- b. Parts of a sailboat - identify and explain the use of:
 - i. Hull, Centerboard, Dagger Board, Bow, Stern, Rudder, Tiller, Transom, Tiller extension, Buoyancy Tank
- c. Parts of sails, rigging and equipment - identify and explain the use of:
 - i. Mast, Boom, Mainsheet, Halyard, Cleat, Jib Sheet, Shrouds, Forestay, Battens, Gooseneck, Bailer, Clew, Foot, Leech, Hiking Strap, Boom, Vang, Block, Traveller.
- d. Sailing terms - - define the following:
 - i. Heel, Leeward, Helmsman, Windward, Luffing, Port, Starboard, Gibe, Hike, Crew, Tack, Skipper
- e. Points of sailing - - describe the following:
 - i. Beat, Reach, Run, Port Tack, Starboard Tack
- f. Act as a helmsman while getting underway from and returning to a dock, mooring or beach.
- g. Act as a crew while getting underway from and returning to a dock, mooring or beach.
- h. Act as a helmsman while:

- i. Beating, reaching and running
 - ii. Tacking and jibing
 - iii. Bearing away and luffing up
- i. Take safety action during and immediately following a capsize / Right a capsized sailboat and clear it of water.

3. Level 3

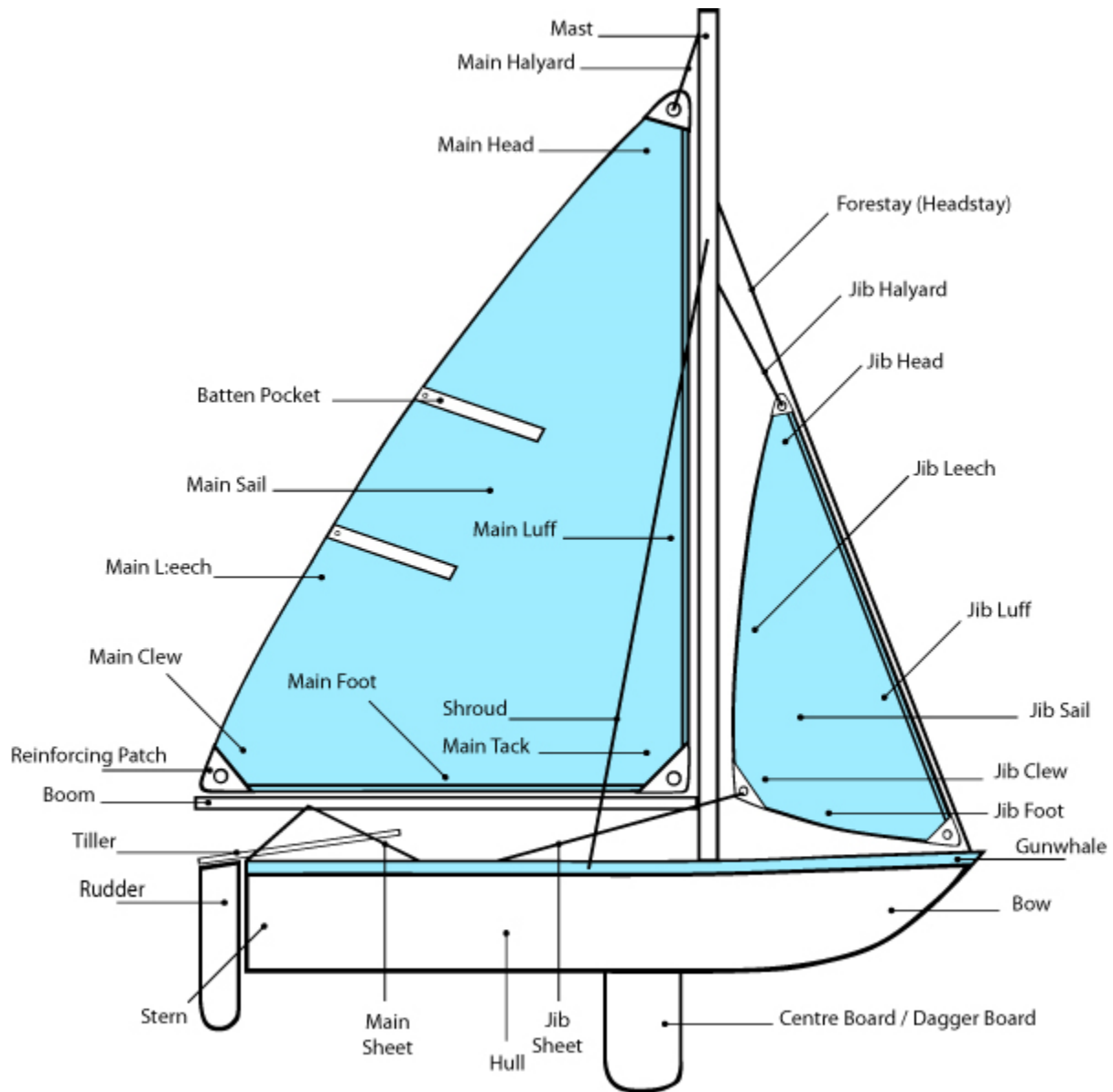
- a. List local geographic and navigational hazards and describe actions required to avoid or reduce effects.
- b. List local weather hazards and describe actions required to avoid or reduce effects.
- c. Tie and describe two uses for each of the following:
 - i. Bowline, Rolling Hitch
- d. Describe two classes (designs) from each of the following types:
 - i. Catboat, Centerboard Sloop, Keelboard
- e. Name and describe two Olympic class sailboats.
- f. Describe the organization and administration of sailing in the United States.
- g. Act as helmsman while demonstrating proper techniques of :
 - i. Beating, reaching and running
 - ii. Tacking and jibing
 - iii. Luffing up and bearing away.
- h. Act as crew while demonstrating proper techniques of:
 - i. Beating, reaching and running
 - ii. Tacking and jibing
 - iii. Luffing up and bearing away.
- i. Describe and demonstrate correct position of crew and skipper in boat to maintain trim and balance with respect to wind and water conditions.
- j. Get out of irons.
- k. Apply the basic right-of-way rules (opposite tack rule; same tack rules; power meeting sail, including special narrow channel rule.)
- l. Propel a sailboat with a paddle a distance of 100 feet to a predetermined destination without using the rudder.
- m. Row a rowboat 100 yards in a straight line to a predetermined destination.
- n. Take, cast off and pass a towline:
 - i. With sails up.
 - ii. With sails down.

4. Level 4

- a. Demonstrate the ability to teach Level 1 skills
- b. Solo 2 different boats
- c. Complete a sailing service project

5. Level 5

- a. Demonstrate the ability to teach up to and including Level 3 skills
- b. Co-Pilot the Vagabond or other larger boat



Reef knot

The reef knot is for tying two ropes together. It is also used for tying the reefing points on a sail when the wind blows up. It can also be used to tie the end of a triangular bandage.

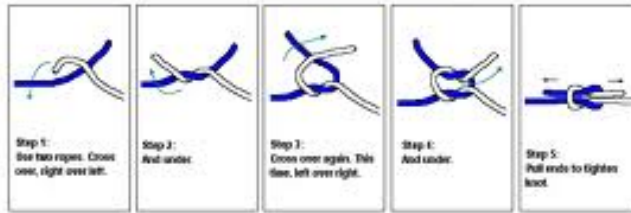
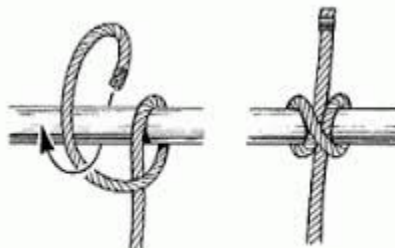
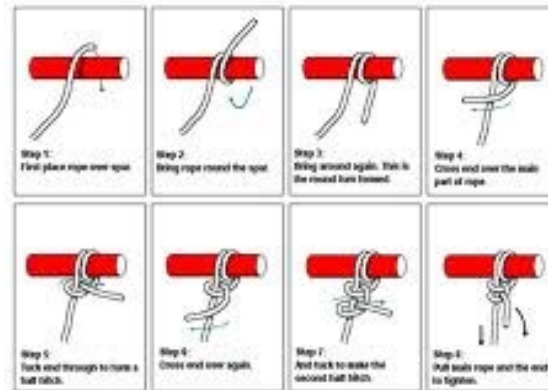


Figure 8 Knot

Round turn and two half hitches

This knot secures a rope to spar or ring. It is a very useful knot.

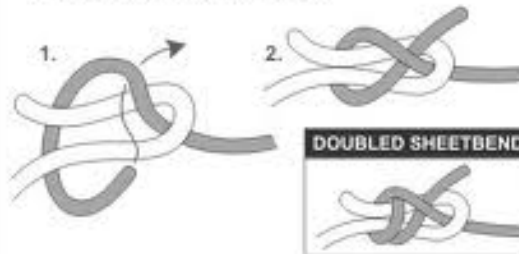


Clove Hitch

SHEET BEND

The Sheet Bend is a good knot for tying two lines together. Strong and easy to tie, it works particularly well joining lines of differing sizes.

In it's doubled form, this knot will even hold in slippery nylon rope. Not for use by climbers though.



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BOWLINE

One of the most useful knots you can know. The bowline forms a secure loop that will not jam and is easy to tie and untie.

Form an eye in the rope with the standing part of the rope running underneath. Run the free end up through the eye making a loop below the eye.

Take a turn around the standing part and feed the free end back down into the eye and hold there. Pull standing part to tighten down the knot.

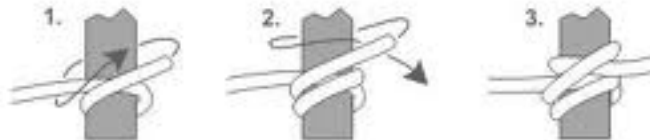


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ROLLING HITCH

The Rolling Hitch is a secure and easy to tie method of fastening a rope to a post. The knot holds firmly in the direction of the standing line. Not for use by climbers though.



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Archery

1. Level 1

- a. Identify key parts of the bow
 - i. Arrow Rest
 - ii. Riser
 - iii. Slight Window
 - iv. String
 - v. Nock Indicator
 - vi. Serving
 - vii. Grip
- b. Demonstrate proper beginner stance, nock, anchor and release
- c. Name the basic parts of the arrow
 - i. Fletching
 - ii. Nock
 - iii. Point
- d. Know the range rules and whistle commands
- e. Demonstrate proper arrow retrieval

2. Level 2

- a. Demonstrates knowledge of scoring
- b. Can instruct range rules and aid in eye dominance testing
- c. Can identify additional parts of the bow
 - i. As above in Level 1
 - ii. Upper and lower limbs
 - iii. Face and back of the bow
 - iv. String notch
 - v. Shelf
 - vi. Limb pockets and bolts
 - vii. Tips
 - viii. Riser
 - ix. String Height
 - x. Pivot Point
 - xi. Nocking Height
- d. Can identify all part of the arrow
 - i. As above in Level 1
 - ii. Cresting
 - iii. Shaft
 - iv. Index vain (or fletching)
- e. Can demonstrate pre-shooting drills
 - i. 1-2-3 Alignment Drill
 - ii. 1-2-3 Release Drill

- iii. Shoulder shrug drill
- f. Can instruct and aid in retrieval of arrows

3. Level 3

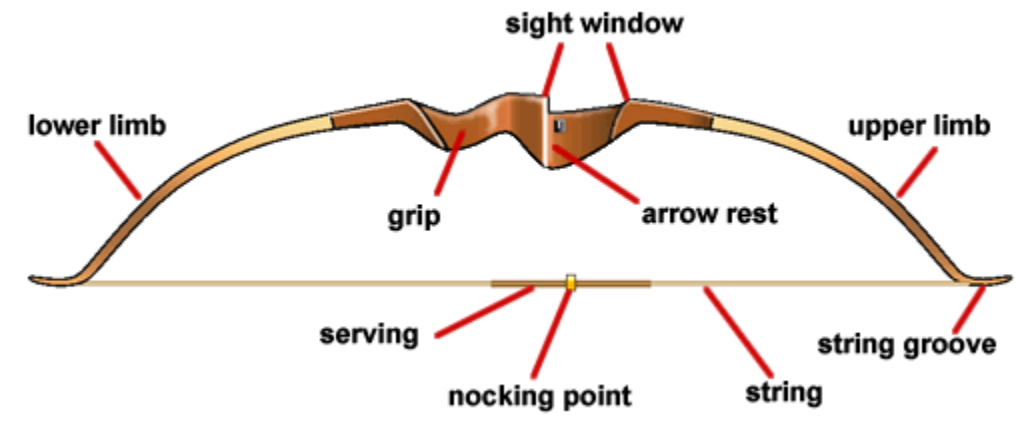
- a. Demonstrates knowledge of the 10 shooting steps
- b. Demonstrates knowledge and ability to use bow stringer and care for bows
- c. Demonstrates proper use of bow stringer
- d. How to avoid damage to bows and arrows
- e. How to identify damaged equipment
- f. Hit target with all arrows in two ends at 50' (Match 3)
- g. Able to instruct pre-shooting drills
- h. Can identify and trouble shoot arrow patterns

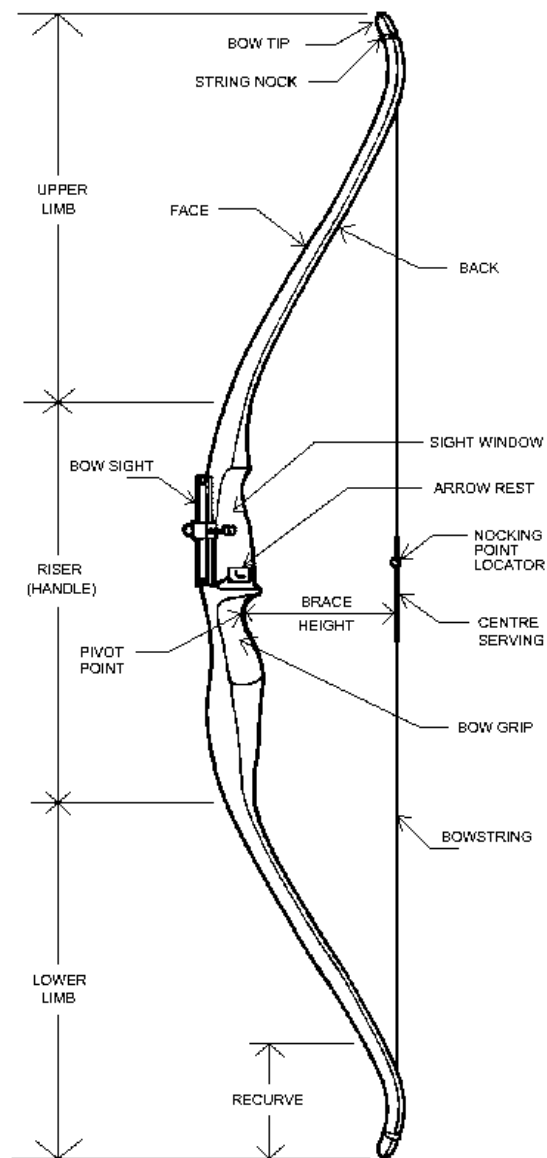
4. Level 4

- a. Can instruct a full archery class under supervision of archery instructor
- b. Can score 60 points in 4 ends at 60 feet (or as far as the range allows)
- c. Demonstrates knowledge of advanced anchor and stance (B.E.S.T.) method
- d. Help complete service base project for archery range

5. Level 5

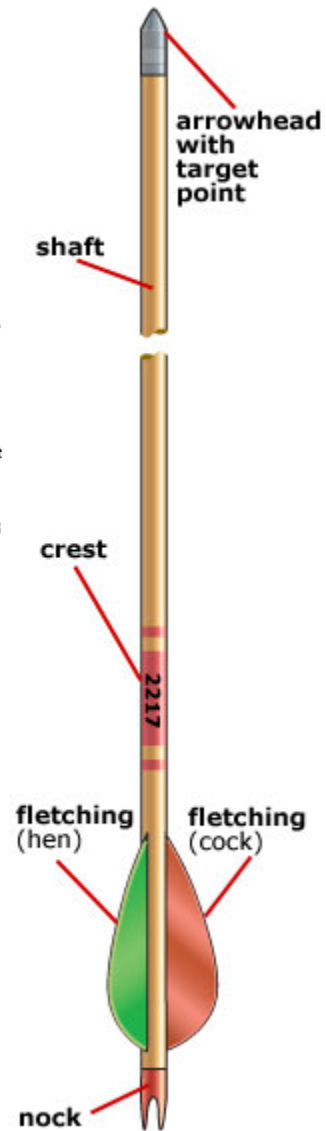
- a. Organize and manage a camp tourney with archery instructor
- b. Score 60 points in 4 ends at 75 feet (or as far as the range allows)
- c. Place in top 3 in camp archery tourney
- d. Score one bulls eye in each end for 3 ends
- e. Plan and help complete service project for archery range





THE BASIC RECURVE BOW

Arrow Parts



Guitar

1. Level 1

- a. Identify the parts of the guitar
 - i. Strings
 - ii. Frets
 - iii. Neck
 - iv. Tuning Pegs
 - v. Pick Guard
 - vi. Sound Hole
 - vii. Finger Board
 - viii. Bridge
 - ix. End Pin
- b. Name/Identify the different types of guitars and their primary characteristics
 - i. Electric (light gauge strings, solid body, lower action, etc.)
 - ii. Acoustic (heavier gauge strings, hollow body, etc.)
 - iii. Classical (nylon strings, hollow body, smaller body, etc.)
- c. Name each string on the guitar (EADGBE)
- d. Play the chromatic scale
- e. Play one chord

2. Level 2

- a. Know the different strings for a guitar
 - i. Catgut
 - ii. Nylon
 - iii. Steel
 - iv. Bronze
 - v. Etc.
- b. Demonstrate the ability to read a finger chart and properly form chords
- c. Know and play all of major chords (A, B,C, D, E, F,G)
- d. Play a major scale

3. Level 3

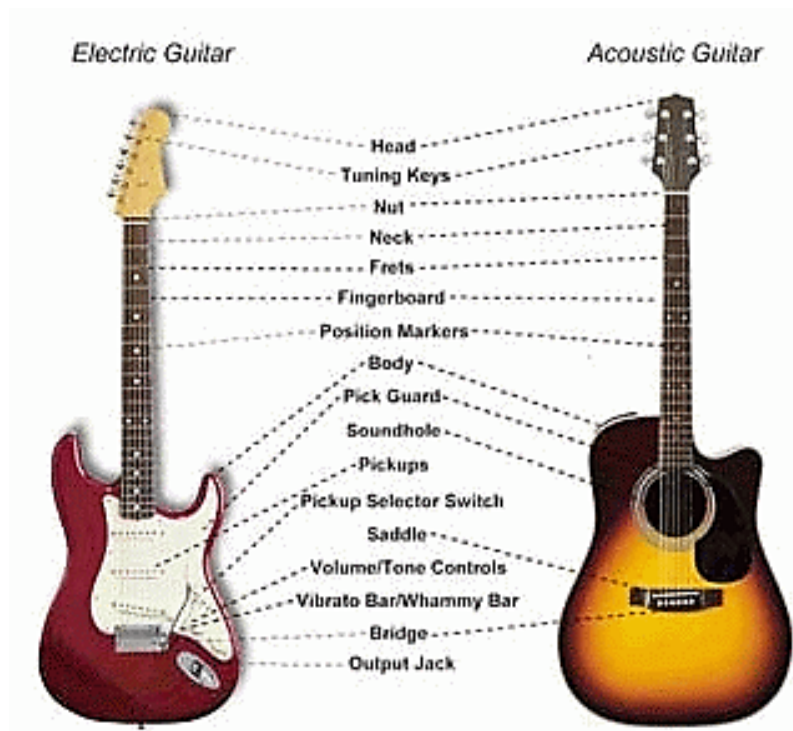
- a. Demonstrate simple strumming patterns (with chords)
- b. Know and play the 4 of the minor chords (Am, Bm, Cm, Dm, Em, Fm, Gm)
- c. Play a minor scale
- d. Know and play the following 3 chord progressions (without a tab or chord chart)
 - i. D, A7, G (Em)
 - ii. C, F, G (Am)
 - iii. G, D, D

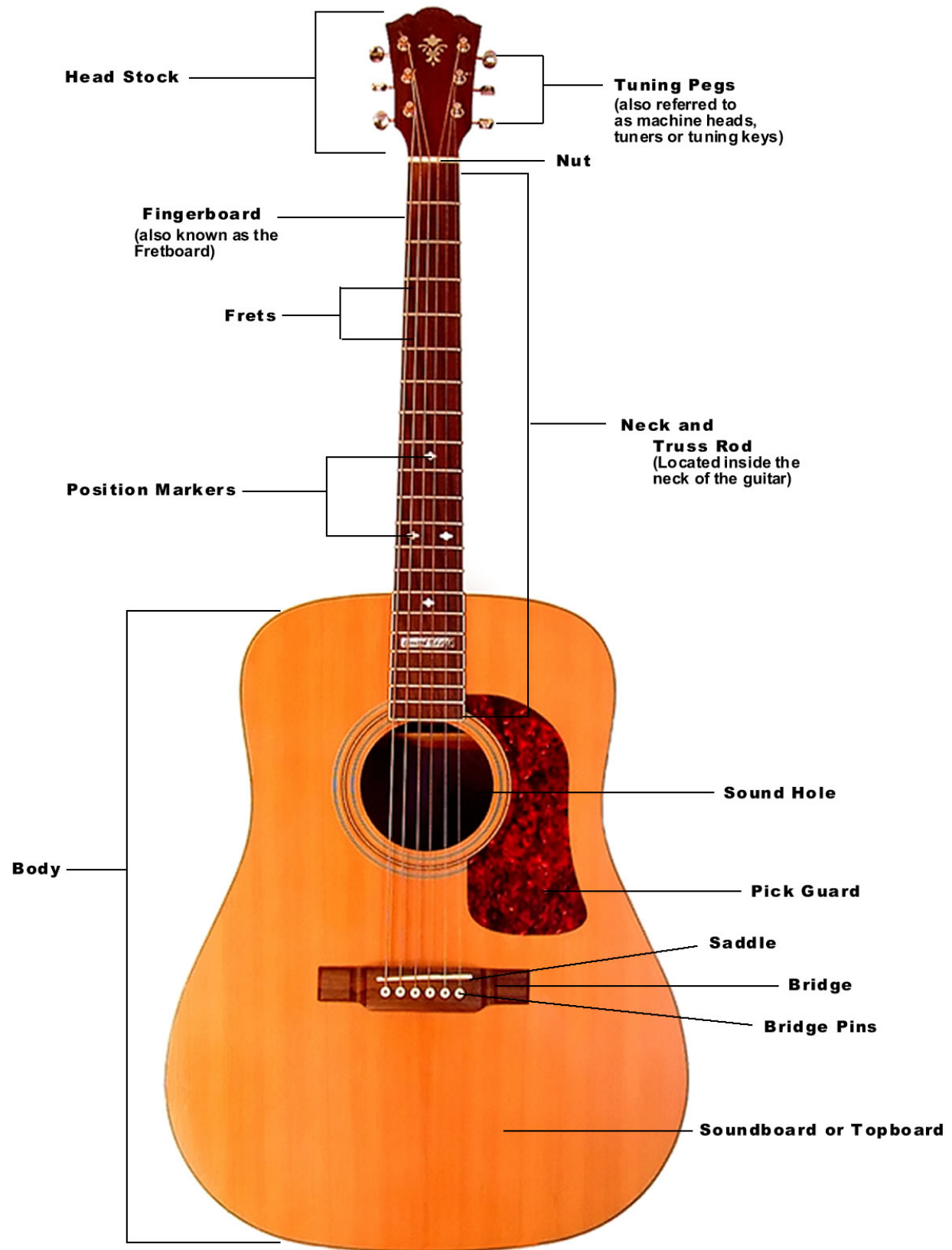
4. Level 4

- a. Know and play 4 of the 7th chords (A7, B7, C7, D7, E7, F7, G7)
- b. Know and play the following chord progressions
 - i. C, F, G7
 - ii. G, C, D7
 - iii. A, D, E7
 - iv. E, A, B7
- c. Demonstrate the ability to hear a song and play it using chord progressions
- d. Demonstrate the ability to instruct a student in the Level 1 skills

5. Level 5

- a. Demonstrate the ability to instruct a student up to and including Level 3 skills
- b. Play a blues scale
- c. Demonstrate 3 basic bar chord shapes (i.e. Bar A, Bar G, Bar Bm)
- d. Create a composition of your own and play it for your cabin or class group
- e. Perform a song at a meal or campfire (may be part of a group)





The Natural World

1. Level 1

- a. Name and Identify 2 trees on the Mountain
 - i. Red Oak
 - ii. Sassafras
- b. Name and identify 3 birds seen on the Mountain
 - i. Wild Turkey
 - ii. Crow
 - iii. Camper or Instructor's Choice
- c. Name and identify 3 insects on the mountain
 - i. Pennsylvania Firefly
 - ii. Carpenter Bee
 - iii. Praying Mantis
- d. Name and identify 3 reptiles on the Mountain
 - i. Eastern Garter Snake
 - ii. Eastern Box Turtle
 - iii. Milk Snake
- e. Name and identify 2 amphibians of the South Mountain YMCA
 - i. Spotted Salamander
 - ii. American Bullfrog
 - iii. Fowlers Toad

2. Level 2

- a. Name and Identify 3 trees on the Mountain
 - i. Level 1 Trees
 - ii. White Oak
 - iii. Ginko
- b. Name and Identify 3 Additional Birds on the Mountain
 - i. Great Blue Heron
 - ii. Canadian Goose
 - iii. Crow
- c. Name and Identify 3 Additional insects found on the Mountain
 - i. Northern Walking Stick
 - ii. Luna Moth
 - iii. Eastern Eyed Click Beetle
- d. Name and Identify 3 additional reptiles/amphibians found on the Mountain
 - i. Mudpuppy
 - ii. Northern Spring Peeper
 - iii. Rink Neck Snake

3. Level 3

- a. Name and identify the following trees on the Mountain
 - i. Level 1 Trees
 - ii. Level 2 Trees
 - iii. American Beech
 - iv. Tulip
- b. Name and identify 4 mammals found on the Mountain
 - i. White-tailed deer
 - ii. Eastern gray squirrel
 - iii. Red fox
 - iv. Virginia opossum
- c. List 3 characteristics that identify venomous snakes
 - i. Non-venomous: Round Pupils – Venomous: Cat Pupils or Slits
 - ii. Non-venomous: Narrow Head – Venomous: Spade-Shaped Head
 - iii. Non-venomous: Split scales past anus – Venomous: solid scales past anus
- d. Name 3 venomous snakes found in Pennsylvania
 - i. Northern Copperhead
 - ii. Eastern Massasauga
 - iii. Timber Rattlesnake

4. Level 4

- a. Conduct a Nature Hike or Nature Lesson under the supervision of the Nature Instructor
- b. Name and identify the leaves of the following trees:
 - i. Level 1,2,3 Trees
 - ii. White Pine
 - iii. Sugar Maple
- c. Name and identify 4 mammals found on the Mountain:
 - i. Eastern Striped Skunk
 - ii. Brown Bat
 - iii. Eastern Cottontail
 - iv. Raccoon
- d. Identify 3 Constellations
 - i. Orion
 - ii. Ursa Major
 - iii. Ursa Minor

5. Level 5

- a. Construct an educational display to be used for nature programs
- b. Name and identify the leaves of the following trees:
 - i. Levels 1,2,3,4 Trees
 - ii. Eastern Hemlock
 - iii. Eastern Red Cedar
- c. Name and identify 3 invasive species in Pennsylvania

- i. Japanese Barberry
- ii. Asian Burning Bush
- iii. Purple Loosestrife

d. Identify 3 additional constellations:

- i. Leo the Lion
- ii. Gemini
- iii. Sagittarius

Outdoor Living Skills

1. Level 1

- a. Plan and go on a hike with a snack
- b. Describe the buddy system and why you use it with any outdoor activity
- c. Discuss procedures for staying found
- d. Name the ten essentials you should have on every trip
- e. List and discuss safety rules for hiking
- f. Explain the importance of drinking water
- g. Identify where you go and what to do if you are sick or injured
- h. Identify natural outdoor hazards and ways to avoid them
- i. Identify and draw pictures of poisonous or harmful plants
- j. Explain why the group needs a first aid kit
- k. Play a nature game/activity that helps you understand ecology
- l. Use your sense of touch, smell, sight and hearing to describe ten things in your camping area
- m. Describe what minimum impact means and "Leave no Trace" principals
- n. Draw a picture or poster showing animals in their natural habitat and how to respect them
- o. Plan and prepare a snack for a hike
- p. Describe different heat sources for cooking
- q. Plan and prepare a lunch for a day hike/clean up after meal and dispose of waste
- r. Demonstrate three different types of knots and how they can be used
- s. Show how to hold a compass and demonstrate how to find north, south, east and west
- t. Locate your home on a highway or city map
- u. Draw a map of your neighborhood or camp

2. Level 2

- a. Plan and go on an all day hike with a lunch meal that does not require cooking
- b. Pack a day pack
- c. Discuss appropriate clothing for your hike
- d. Describe different kinds of shelters and what situations to use them in
- e. Demonstrate how to set up a tarp tent or emergency shelter
- f. Discuss personal health practices in camp
- g. Describe your water source for the hike
- h. Identify three plants, animals and insects that are harmful to humans
- i. Name three things that might require first aid
- j. Explain what to do if you see a wild animal such as a bear
- k. Describe steps to take in the event of a thunderstorm

- l. Describe what it means to pollute and identify three places that are polluted and why
- m. Describe two animals that use adaptations in their environment
- n. Describe where to build an open fire and when it is appropriate
- o. Identify and find tinder, kindling and small fuel
- p. Demonstrate how to build a fire and how to properly extinguish a fire
- q. Plan, prepare and cook one meal and one snack
- r. Demonstrate three different types of knots and how to use them
- s. Describe two different types of maps and how they are used
- t. Demonstrate how to find the cardinal points and inner cardinal points on a compass
- u. Demonstrate the average length of your pace and measure 150 feet by pacing

3. Level 3

- a. Plan and go on an overnight trip with three meals
- b. Pack an overnight backpack and demonstrate how to properly fit a backpack
- c. Describe the criteria for selecting a tent site
- d. Describe the proper way to layer your clothing and why it is important
- e. List and discuss the safety rules for an overnight trip
- f. Explain how to prevent injuries from happening
- g. Identify contents of a first aid kit and what contents are used for
- h. Describe two different toilet practices and when you should use them
- i. Identify signs of serious weather conditions in your area and what you should do
- j. Describe a consumer and a producer and why they are important
- k. Create a model of the water cycle
- l. Describe what an ecosystem is
- m. Identify evidence of people in the area and make of list of how people affect the environment
- n. Describe two different cloud types and the weather that is associated with them
- o. Describe safety precautions for using a camp stove, demonstrate use of camp stove
- p. Plan and carry out sanitation of cooking utensils and protection of food from insects, animals and spoilage
- q. Plan and cook three meals
- r. Demonstrate the safe use of a pocket knife
- s. Explain the difference between a knot and a hitch
- t. Demonstrate a clove hitch and a half hitch
- u. Learn about the Big Dipper and use it to find the North Star
- v. Identify North, the legend and three landmarks on a topographic map
- w. With a group, lay a compass course using five changes of direction, identifying bearings and distance at each change
- x. Follow a compass course a group has set

4. Level 4

- a. Plan a two-night overnight with a complete menu for five meals with three away from base camp
- b. Go on an overnight trip with a group using a tent or tarp shelter
- c. Plan the cooking gear, personal gear and group gear for your trip
- d. Develop and sign an individual health and safety agreement
- e. Discuss and know your personal responsibilities for first aid and help prepare a group first aid kit
- f. Demonstrate at least one method for purifying water and describe one other method
- g. Learn the effects of cold, and heat related illness and what to do if you encounter them
- h. Discuss the relationship of plants and animals in the ecosystem
- i. Define an herbivore, omnivore, carnivore and insectivore and give an example of each
- j. Observing clouds, wind and temperature predict the weather daily for a week
- k. Demonstrate how to hang your food and protect it
- l. Prepare one meal without cooking
- m. Help plan and pack the food for the trip
- n. Identify tools needed for an overnight and demonstrate their use, care, safety and storage
- o. Discuss type, size, use and care of ropes in camp- demonstrate how to tie a bowline hitch
- p. Make a simple map of an outdoor area using a compass and pacing- describe what declination is
- q. Describe how you can determine direction without a compass

5. Level 5

- a. Write a trip plan for a three-night overnight with non-motorized travel
- b. Write an emergency plan for your trip and include a communications plan
- c. Assist in leading the planned trip with adult supervision
- d. Assist a younger group in properly fitting their pack
- e. Take a basic first aid course
- f. Evaluate safety rules for a three-night trip- have your group sign and discuss why it is necessary
- g. Carry out a sanitation plan having minimum impact on the environment
- h. Participate in a conservation project for at least one day and write a story about the experience
- i. Describe the food chain and how humans fit into the chain
- j. Keep a journal of your weather predictions and the actual weather

- k. Plan complete menus considering nutritional needs, demands of the activity, availability of water, type of food needed for safe consumption and minimum impact on the environment
- l. Pack food for the trip and work with the group to divide up responsibilities
- m. Explain why saws, axes and other cutting tools are not appropriate for use in minimum impact programs
- n. Teach someone to tie three different types of knots
- o. Use a topographical map to route your trip and identify areas where the route may be more difficult
- p. Teach a group to use a map and compass
- q. During your trip, identify your landmark and take a bearing at least three times

Riding

Level 1

1. Approach and halter a horse safely
2. Lead a horse correctly and safely
3. Mount with control without disturbing the horse
4. Dismount safely and with control and prepare your horse to lead
5. Ride at a walk with good position and control
6. Ride at a trot around the rail with good position and control
7. Halt from the walk and trot on command with control and without hurting the horse
8. Ride turns and reverses at the walk and trot
9. Pass Level 1 ring test

In addition:

1. Give 5 safety rules and reasons why each is important
2. Demonstrate 3 simple grooming steps
3. Show how to check your equipment before riding
4. Pass Level 1 written test

Level 2

1. Mount and adjust stirrups to the proper length
2. Dismount and prepare the horse to lead
3. Do a complete tack check and tighten the girth properly
4. Ride with position and balance demonstrating the following:
 - a. Walk
 - b. Sitting trot or jog
 - c. Standing or two-point position at the trot
 - d. Posting trot on the correct diagonal
5. Demonstrate Level 2 control by:
 - a. Halting on command without roughness to the horse
 - b. Keeping the proper spacing in the arena
6. Ride figures at a trot or jog without breaking gait
 - a. Reverses
 - b. Circles
 - c. Simple combination of figures
 - d. Canter or lope from the trot or jog and ride at least once around the ring without breaking gait and with form and control. Be able to identify leads. Pass the Level 2 ring test

In addition:

1. Demonstrate how to tie a quick release knot

2. Understand how to clean a stall and or stable and perform general stable chores
3. Show how to cool out a hot horse
4. Pass the level 2 written test

***Additional Levels will produced as necessary**

Swimming

1. Level 1

- a. Enter pool and exit pool safely without lifeguard assistance
- b. Submerge head and exhale underwater through mouth and nose (10 seconds)
- c. Open eyes underwater, pick up submerged object at least 2 times
- d. Float on front (10 seconds) and back unsupported (30 seconds)
- e. Swim on front and back using combined strokes (for the width of the pool)
- f. Treading using arms and legs unsupported in chest-deep water (30 seconds)
- g. Follow basic water safety rules, helping others
- h. Swim using a life jacket

2. Level 2

- a. Enter water independently, jumping from the side, in chest deep water and exit water safely using ladder or side
- b. Swim on side (for the width of the pool – approx. 15 yards)
- c. Demonstrate rotary breathing for Freestyle (front crawl)
- d. Perform front and back crawl – or freestyle and backstroke - (width of the pool)
- e. Breast Stroke - kick and body motion (width of the pool)
- f. Swim 4 lengths of the pool utilizing any stroke (resting 30 seconds at each end)
- g. Demonstrate a knowledge of water safety rules, helping others

3. Level 3

- a. Jump into deep water from the side
- b. Submerge and retrieve an object in deep water
- c. Demonstrate Butterfly (the width of the pool)
- d. Swim underwater for the width of the pool (shallow end)
- e. Swim an IM (individual medley) across the width of the pool:
 - i. 1 length butterfly
 - ii. 1 length back stroke
 - iii. 1 length breast stroke
 - iv. 1 length freestyle (forward crawl or any other identifiable stroke)
- f. Swim 8 lengths of the pool utilizing any stroke (resting 20 seconds at each end)
- g. Tread water (45 seconds)
- h. Water safety rules, perform a reaching assist

4. Level 4

- a. Demonstrate the ability to teach Level 1 skills
- b. Swim underwater for the width of the pool - twice
- c. Swim an IM or the length of the pool
 - i. 1 length butterfly
 - ii. 1 length back stroke

- iii. 1 length breast stroke
 - iv. 1 length freestyle (forward crawl or any other identifiable stroke)
 - d. Perform feet-first surface dive
 - e. Tread water (60 seconds)
 - f. Perform a throwing assist
 - g. Care for conscious choking victim
 - h. Perform compact jump a height while wearing a life jacket
 - i. Swim 12 lengths of the pool (10 seconds rest at each end)
- 5. Level 5
 - a. Demonstrate the ability to teach up to Level 3 skills
 - b. Complete a swimming service project (ex. hold a camp swim meet or invitational)
 - c. Tread water w/ two different kicks (120 seconds)
 - d. Learn survival swimming, 2 minutes
 - e. Survival floating, 2 minutes
 - f. Water safety, helping others, rescue breathing
 - g. Swim 20 lengths of the pool (no rest at each end)

Trap Shooting

1. Level 1

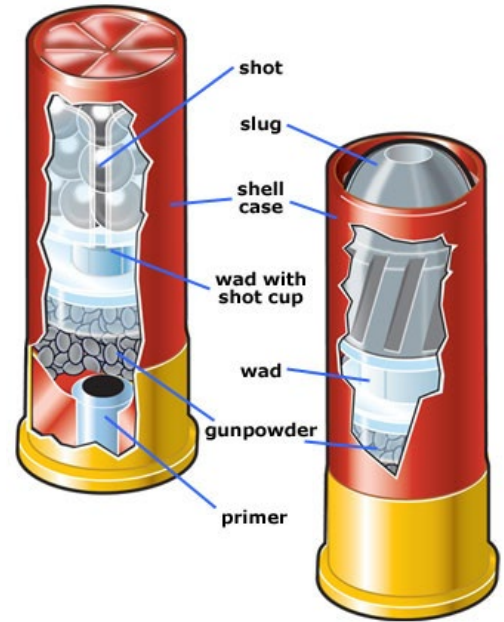
a. Identify Key Parts of the Shotgun:

- i. Buttstock
- ii. Barrel
- iii. Front Sight
- iv. Magazine Tube
- v. Magazine Tube Cap
- vi. Forend
- vii. Shell Carrier
- viii. Bolt
- ix. Bolt Release Lever
- x. Trigger
- xi. Safety Button
- xii. Recoil Pad

b. Demonstrate proper firing position

c. Name the parts of a round:

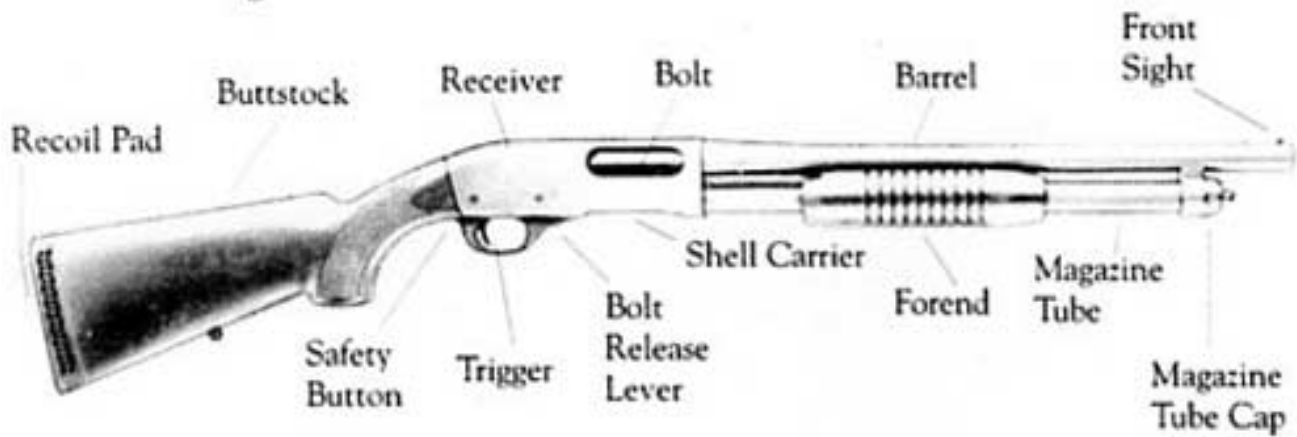
- i. Shot
- ii. Shell Case
- iii. Wad with Shot cup
- iv. Gunpowder
- v. Primer



2. Level 2

- a. Demonstrates Knowledge of scoring
- b. Demonstrates the proper firing position
- c. Can instruct range rules and aid in eye dominance testing
- d. Can identify accuracy corrections:
 - i. Follow Through
 - ii. Leading
 - iii. Stance repositioning
- e. Can properly Identify a Dud round and follow safety procedures
 - i. Pulls trigger with shotgun loaded and safety off
 - ii. Round does not fire
 - iii. Gives a verbal thirty second count
 - iv. Raises hand for assistance

- f. Knows proper range clean up procedures
 - g. Knows how to carry out proper end of class maintenance on shotguns
3. Level 3
- a. Demonstrates how to inspect and identify flaws or inadequacies in range equipment
 - b. Able to instruct and aid in range safety brief
 - c. Can identify and trouble shoot missed targets
 - d. Can successfully knock out three clays in a row
 - e. Can conduct a full clean of the firearm



.22 Rifles

1. Level 1

a. Identify key parts of the Rifle:

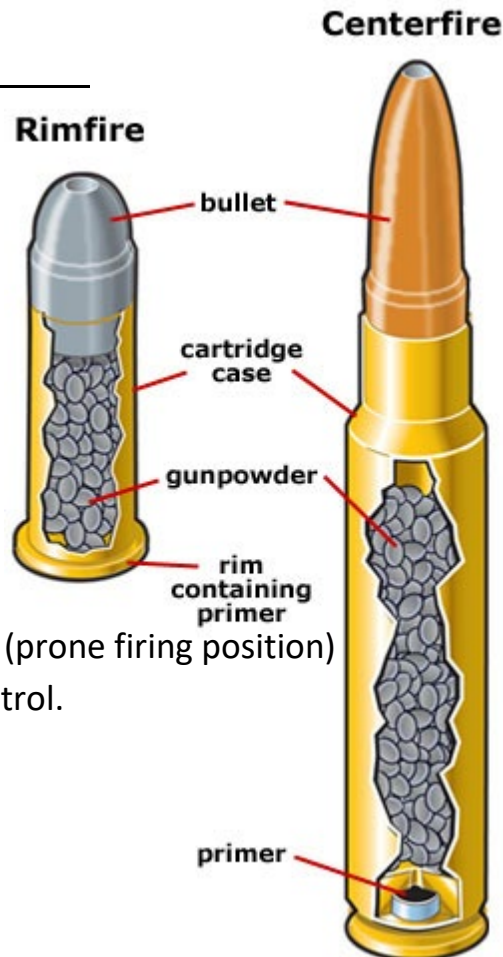
- i. Barrel
- ii. Muzzle
- iii. Stock
- iv. Butt
- v. Trigger Guard/trigger
- vi. Safety
- vii. Bolt/Bolt Handle
- viii. Sight
- ix. Chamber

b. Demonstrate proper beginner firing position (prone firing position) with proper trigger squeeze and breathe control.

c. Name the parts of a round:

- i. Bullet
- ii. Case
- iii. Powder
- iv. Primer

d. Can properly assist partner with binocular spotting techniques



2. Level 2

a. Demonstrates Knowledge of scoring

b. Demonstrates the three firing positions (Prone, Kneeling, & Sitting)

c. Can instruct range rules and aid in eye dominance testing

d. Can identify accuracy corrections:

- i. Adjust breath control for vertical correction
- ii. Adjust trigger squeeze for vertical correction
- iii. Adjust position for accurate sight picture and stabilization

e. Can properly Identify a Dud round and follow safety procedures

- i. Pulls trigger with rifle loaded and safety off

- ii. Round does not fire
- iii. Gives a verbal thirty second count
- iv. Raises hand for assistance
- f. Knows proper range clean up procedures
- g. Knows how to carry out proper end of class maintenance on rifles

3. Level 3

- a. Demonstrates how to sight in and zero their rifle to themselves
- b. Demonstrates how to inspect and identify flaws or inadequacies in range equipment
- c. Able to instruct and aid in range safety brief
- d. Can identify and trouble shoot missed targets
- e. Can land five rounds in a row within the target boundaries at full range distance
- f. Can conduct a full clean of the firearm

Parts of a Bolt Action Rifle



Photography

Level 1

Class Time:

- a. camera (equipment, parts of a camera), Canon Rebel
- b. compositions
- c. story-telling through images
- d. shooting assignments (photo walk / 3 days with different skill work)
 - a.
- e. Manual vs Automatic setting
- f. class shows (photos up on a screen on Wednesday and Friday)

Lab Time:

- a. color correction,
- b. adding depth to images,
- c. creating panoramic images,
- d. converting process,
- e. preparing a portfolio

Draft Photography Curriculum

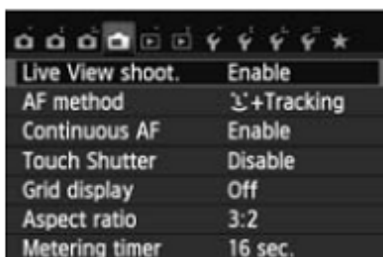
- Day 1:** Instruction on “automatic” operation of camera, photo walk, and importing and making a catalog*
- Day 2:** Review “automatic” operation, photo walk stressing composition and lighting
- Day 3:** Wednesday Photo Show (on Wigwam stage?) with projector and screen
- Day 4:** Introduction of “manual” operation, photo walk experimenting with manual settings
- Day 5:** Friday Photo Show / Discussion of portfolios and blogs

*Depending on computer availability





Menu Function Settings



Live View shoot.	Enable
AF method	L+Tracking
Continuous AF	Enable
Touch Shutter	Disable
Grid display	Off
Aspect ratio	3:2
Metering timer	16 sec.

The menu options below are displayed. The functions settable on this menu screen only apply during Live View shooting. These functions do not take effect during viewfinder shooting.

- **Live View shooting**

You can set Live View shooting to **[Enable]** or **[Disable]**.

- **AF method**

You can select **[L+Tracking]** (p.159), **[FlexiZone - Multi]** (p.161), **[FlexiZone - Single]** (p.162), or **[Quick mode]** (p.166).

- **Continuous AF**

The default setting is **[Enable]**.

Since the focus is constantly close to the subject, when you press the shutter button, the camera quickly focuses the subject. If **[Enable]** is set, the lens will operate frequently and consume more battery power. This will reduce the number of possible shots (battery life). Also, if the AF method is set to **[Quick mode]**, Continuous AF will be automatically set to **[Disable]**. If you select another AF method, Continuous AF will revert to the original setting. During Continuous AF, turn off the power before you set the lens's focus mode switch to **<MF>**.

- **Touch Shutter**

Just by tapping the LCD monitor screen, you can focus and take the picture automatically. For details, see page 168.

- **Grid display**

With **[Grid 1=]** or **[Grid 2=]**, you can display grid lines to help you level the camera vertically or horizontally.

MENU Setting Custom Functions ☆

Exposure level increments	1/3
ISO speed setting increments	1/3
Bracketing auto cancel	ON
Bracketing sequence	0-+
Number of bracketed shots	3
Safety shift	OFF
Same expo. for new aperture	OFF

Under the [] tab, you can customize various camera features to suit your picture-taking preferences. Any settings different from the default will be displayed in blue.

C.Fn1: Exposure

Exposure level increments

1/3: 1/3-stop

1/2: 1/2-stop

Sets 1/2-stop increments for the shutter speed, aperture, exposure compensation, AEB, flash exposure compensation, etc. This is effective when you prefer to control the exposure in less fine increments than 1/3-stop.



When [1/2-stop] is set, the exposure level will be displayed as shown below.



ISO speed setting increments

1/3: 1/3-stop

1/1: 1-stop



Even when [1-stop] is set, you can set ISO 16000.

Bracketing auto cancel

ON: Enable

When you set the power switch to <**OFF**>, the AEB and white balance bracketing settings will be canceled. AEB will also be canceled when the flash is ready to fire or if you switch to movie shooting.

OFF: Disable

The AEB and white balance bracketing settings will not be canceled even if you set the power switch to <**OFF**>. (If the flash is ready to fire or if you switch to movie shooting, AEB will be canceled temporarily, but the AEB range will be retained.)

