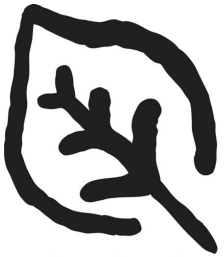

student
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Field Guide

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WELCOME

Chapter 1
Welcome to SCA

Revised on 1/1/2022

In This Section

Welcome to SCA

A Message from CEO Stephanie Meeks

With great pleasure, I welcome you to the Student Conservation Association (SCA).

SCA is a vibrant, inclusive, and forward-looking community of young people determined to forge a more resilient and sustainable world for all. Sixty-five years ago, as a recent college graduate, Liz Putnam launched SCA to aid national parks struggling to keep up with the growing volume of visitors. Liz recognized an opportunity for college and high school-aged individuals to protect America's natural and cultural treasures while connecting to the outdoors in a profoundly personal way – and in doing so, she ignited a movement.

In 2022, SCA will reach the milestone of 100,000 members all-time. That's 100,000 young adults who have made enduring contributions to our parks, forests, and urban green spaces and yet, there is still much to be accomplished if we are to protect our public lands, increase our planet's climate resilience, and combat environmental injustices. As an SCA leader, you will help safeguard our wonderous resources. At the same time, you will guide your team members on a potentially life-changing journey. You will foster powerful moments of discovery, reflection, and growth. And you will see to their safety and well-being. I am confident you will find your experience deeply meaningful and fulfilling.

Along the way, be sure to capture and share with us those special moments through stories, photos, and videos. These accounts always inspire our supporters and staff, and spur ideas for new programs and ways to make SCA experiences even better.

I am so grateful that you have chosen to join the SCA community and I know you will do your best to advance our important mission of conserving lands and transforming lives. Thank you.

Stephanie Meeks

Liz's Story

In 1955, while a student at Vassar College, Liz Putnam read an article describing the worsening condition of America's national parks: understaffed, under-resourced, and increasingly being "loved to death" by post-war "baby boom" families.

Liz promptly crafted her senior thesis around the idea of a "student conservation corps"—a modern-day Civilian Conservation Corps that would mobilize young people to complete natural resource conservation projects on public lands as they learned new skills and gained new perspectives. Two years later, under the direction of Liz and colleague Martha Hayne Talbot, the first SCA volunteers reported for duty at Grand Teton and Olympic National Parks.

Launching the American youth conservation movement would be an ambitious endeavor today, but considering that Liz accomplished this feat more than 60 years ago as a young woman in a culture dominated by older men, makes her and her achievement all the more remarkable.

SCA would grow from its humble beginnings in two national parks to annually deploy thousands of young stewards at more than 500 federal, state, and municipal sites, where they render more than 1.3 million hours of conservation service.

Today, Liz remains SCA's premier ambassador and honorary director, and she has received numerous awards for her efforts including the Interior Department's Conservation Achievement Award, the National Audubon Society's Rachel Carson Award, and the Garden Club of America's Margaret Douglas Medal.

At the White House in 2010, President Barack Obama presented Liz with the Presidential Citizens Medal, among the nation's highest civilian honors.

"I was brought up to believe that land is a trust and that we are all responsible for taking care of this earth. I was also taught that life itself is a privilege and that we must always give something back. As my father said, 'If something needs to be done, pitch in and help out.' I believe we all can make a positive difference with our lives."

Liz Putnam, Founder, SCA

Land Acknowledgement

Recalling the rich conservation history of SCA also compels the recognition of the work of generations of Indigenous People who value and care for the lands, waterways and shorelines of North America. We acknowledge that because of systemic exclusion from management, decision-making, and sharing of education about this lands history, there has been strain in relationships between drivers of the conservation movement, Indigenous People, and other socially marginalized groups. As we continue the important work toward conservation, it is imperative to acknowledge all of our history in order to name the oppression, practice environmental justice, and navigate our work with integrity and inclusion.

Our Mission

SCA's Mission is to build the next generation of conservation leaders and inspire lifelong stewardship of our environment and communities by engaging young people in hands-on service to the land.

Our Values

Bold Vision: Co-powering the next generation of conservation leaders requires unwavering vision, innovation, and execution. We think and act creatively and are resolved to write new stories. We challenge prevailing ideas of what's possible to create new opportunities and meet the needs of our members and the communities we serve.

Respectful of the Land: We commit to being well-informed environmental stewards and recognize that our work transforms lives and lands. We strategically use our resources and strengths to respond to urgent ecological issues such as climate change, environmental justice, and equitable access while protecting and preserving our natural, cultural, and historical resources.

Integrity: We strive to uphold the highest standards of work ethic, honesty, and authenticity. Our passion drives us to work with urgency and to hold each other accountable. We consistently ask how our choices support our mission, our members' social and emotional development, the communities we serve, and our Partners.

Belonging & Inclusion: Our differences – when embraced with awareness, self-reflection, care and respect – drive better decisions, stronger performance, and a culture where everyone can comfortably be themselves. We continuously design our culture to invite the best in each individual to reach their fullest potential.

Collaboration: We value team over the individual as our success is driven by our ability to break silos and connect across teams, functions, and geographies. We build purposeful relationships grounded in cooperation and a shared vision and have no tolerance for behaviors that are discourteous, aggressive, or tear others down.

#alumfromdayone

When you start your service with SCA, you become part of our alumni network which is more than 100,000 strong! We like to term this: #AlumFromDayOne

Through your active participation, you have access to our new alumni resources and local volunteer service events and meet ups.

In 2021, we launched The SCA Network. This new web and app based platform was introduced to allow our alumni to engage with SCA and each other in a safe and supportive environment. Through The SCA Network, alumni can offer each other mentoring, network, find or post jobs, meet like-minded people, register for events and find other resources. Join today at thescanetwork.org.

In the fall each year, SCA hosts Alumni Engagement Week where our community comes together through social, service and professional development opportunities including a virtual career fair.

We also offer continuing leadership opportunities through our Alumni Council and committees, social media ambassadors program and alumni communications like writing blogs and other posts.

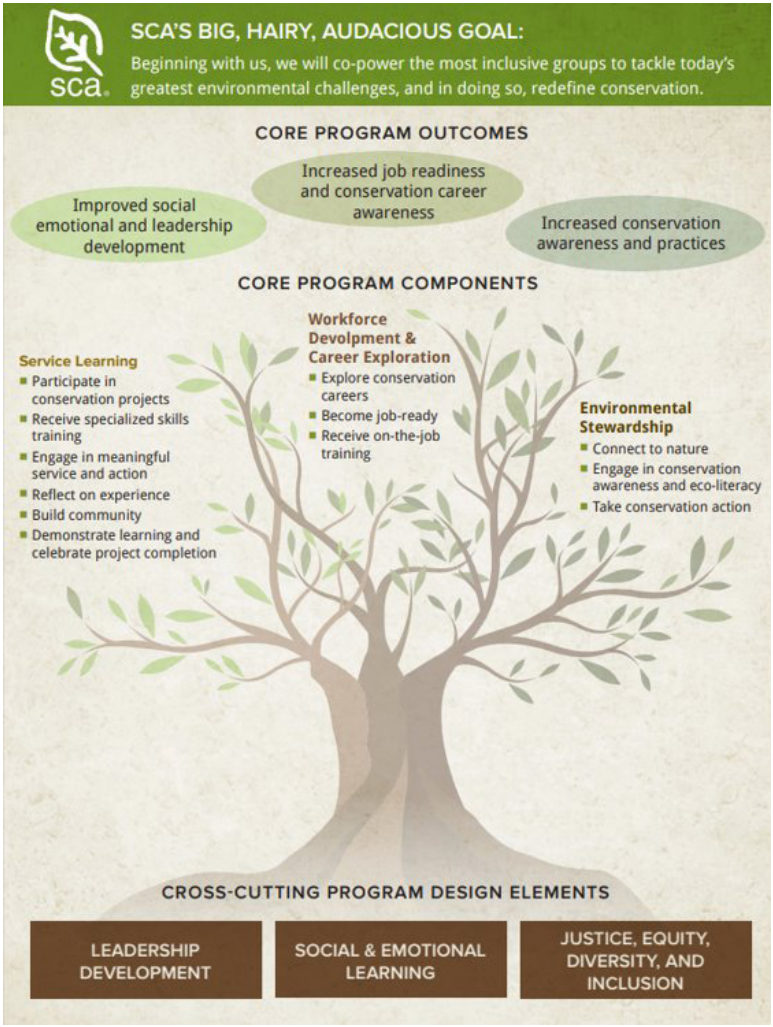
Join our private LinkedIn alumni group for access to special and exclusive professional opportunities: https://www.linkedin.com/groups/161207

Follow our Facebook page to find alumni and SCA spotlights, information about special events, and other fun content: https://www.facebook.com/groups/SCAalum

Make sure your contact information is up-to-date so we can ensure you are informed of all the opportunities available through the SCA alumni network. If you need assistance as you move into your post-service experience, contact the Director of Alumni Engagement at alumni@thesca.org.

Theory of Change

SCA's program model stems from a broad goal to co-power inclusive groups of young people to tackle climate change and the greatest environmental challenges of today. The image below describes the outcomes SCA seeks to achieve in its programs, the components of SCA programs that drive toward these outcomes, and the cross-cutting elements of SCA programs – leadership development, social and emotional learning, and justice, equity, diversity, and inclusion – that are woven throughout all aspects of an SCA experience.



PROGRAM MANAGEMENT

Chapter 2
Program Management

Revised on 1/1/2022

In this Section

Program Management

Culture of Safety

To build a culture of safety, staff and leaders must begin by familiarizing themselves with the policies, procedures, and resources contained in this Field Guide. It is the responsibility of staff and leaders to communicate and, most importantly, demonstrate the behaviors and expectations essential for cultivating a transparent, inclusive, and safe program environment.

Leaders should begin talking about physical and psychological safety from the outset of the program and regularly emphasize the role that individuals play in establishing and maintaining a safe program for all. Leaders should create an environment in which all individuals can speak up about concerns, and collaboratively seek solutions to any physical or psychological hazards identified.

❑ Conduct Safety Briefings

Teams must conduct a safety briefing when entering a new site (for example, a new worksite, living site, or field kitchen), beginning a new activity (such as hiking, using a new tool), or if safety conditions change (for instance, weather, medical considerations). Guidance for a Standard Safety Briefing as well as safety briefings for specific activities can be found in the Field Guide Operational Policies and Procedures.

SCA's **Take 5 for Safety** is a safety briefing tool that staff, leaders, and members should be encouraged to use anytime they encounter a new activity, condition, or hazard. Teach your members to be aware of their personal safety and to look out for one another. Encourage them to take personal responsibility for safety by utilizing Take 5 throughout the program.

Take 5 for Safety briefings should describe:

- The risks associated with the activity, site, or conditions
- The precautions members will take to avoid or minimize the risks
- The location of first aid kit and emergency supplies
- The location and operation of communication devices
- The plan of action in the event of an emergency

❑ Facilitate Debriefs

Teams must conduct regular debriefs to process, explore, and reflect on their day, specific activities, and incidents. Debriefs can take many forms from simple reflection activities at the end of the workday to more robust incident debriefs. For more information on debriefing after a near-miss or incident, see the Incident Management section.

❑ Encourage Personal and Group Responsibility for Safety

Leaders should be clear, directive, and demonstrative early in the program to teach members what they need to know and establish good habits, routines, and systems for work and the living site, if applicable. Early in the program, leaders should introduce the importance of personal responsibility including preparedness, nutrition and hydration, proper use of personal protective equipment, body mechanics, and self-care.

Leaders should encourage members to take on more responsibility and independence as the program progresses. The goal is not to achieve complete autonomy, but to allow for authentic leadership opportunities and a sense of shared responsibility. Leaders should be mindful to rotate roles within the group, careful to equitably assign duties to the team, so members are challenged to learn and grow.

Developmental Relationships

Leaders should work on building a developmental relationship with each member of the team. When leaders and staff get to know each member and consistently demonstrate genuine care, members come to trust them. When leaders build positive relational culture among members, members come to trust each other. These factors set the stage for leaders recognizing opportunities to promote growth for each member and for leaders to provide support to make the most of those opportunities.

❑ Make Connections with Members

Leaders should check in regularly, one-on-one, with each member, both formally and informally. Leaders should find informal opportunities to get to know each member, for instance, on the walk to the worksite, while working alongside a member, during a break, or while packing up tools for the day.

To get to know each member better, you can ask questions, such as:

- What is something that you really like doing so much so that you do not even notice time passing?
- Is there a book, podcast, documentary, or article that really changed your perspective on something recently?
- What is something that you are good at doing, something that comes naturally to you?
- What is something that you find yourself worrying about?
- Who is a person you call when you need advice or help with something difficult?

In these conversations, you can demonstrate active listening and communicate that you care about what each member has to say. You can also start to identify important things about building the developmental relationship with each member. How do they like to receive feedback? What can you do to make them feel supported or valued? What are they working towards?

❑ Give and Receive Feedback

An important element of a developmental relationship is to challenge growth in each member. This includes encouraging efforts and praising accomplishments, as well as holding members accountable for actions and reflecting on setbacks. Leaders should communicate feedback in member performance assessment meetings, but also should do so more informally throughout the program. Feedback is more impactful if it is given in a timely manner. Here are some methods for making feedback fun and useful for members:

- Give Kudos. The daily debrief is a great time to provide informal feedback. Leaders can give specific praise for an observation of an achievement for each member of the team. Leaders can also open the floor for each member to give a shout out or kudos.

- Symbol of Appreciation. Leaders can introduce a physical symbol of appreciation (notches on a stick, beads that are given to each other, natural gifts that are earned, etc.). Members can formally award each other during afternoon circles for jobs well done.
- One-on-One Chats. Leaders should not wait for mid- or end-of-term to hold a feedback session. When providing feedback, it can be useful to have written notes so that you can be specific and descriptive in feedback. Find opportunities to reinforce good performance as well as areas of improvement.

Developmental relationships should be bidirectional, and giving opportunities for members to provide feedback on you as a leader makes for a more productive, equitable, and communicative working relationship on the crew. Leaders should communicate regularly that they are open to feedback. To do this, set aside intentional time in your normal check-ins to ask for member input and specific feedback. Allow time for questions and discussion. When receiving feedback, demonstrate active listening. Ask questions for clarification and for specific examples. Write down feedback, and refer back to it in the future.

❑ Assess Your Own Development

Leader growth is just as important as member growth in a developmental relationship. Take breaks to assess your own leadership qualities and development, and ask for detailed and specific feedback from both the crew and your supervisor. Here are some questions to consider throughout the program:

- ✓ **Communication**: Are you able to adjust communication style to the audience fluidly?
- ✓ **Feedback**: Do you internalize feedback and change behavior, and seek out additional feedback throughout the program?
- ✓ **Adaptability**: Do you anticipate changes that need to be made, and actively facilitate them?
- ✓ **Team-Minded**: Do you help the group define their goals by promoting individual identities and values?
- ✓ **Safety**: Do you embrace the SCA culture of safety, and consider additional implications beyond printed policy?
- ✓ **Self-Care**: Are you meeting your own needs and supporting that the crew meets their needs?

❑ Support the Members in Goal Setting

Leaders should work with members to develop one to three goals to identify throughout the program. A great way to get started is by completing the Letter to Yourself activity in the Activities section of this guide. The goals do not have to be related directly to the conservation work – here are some areas of focus.

Conservation. Taking responsibility for the environment. Doing actions that show that they're thinking about how what they do (and what others do) affects the environment.

Community. Thinking beyond their own needs to the needs of others. Doing actions that make community spaces better. Taking action that shows that they're thinking beyond the "here and now".

Leadership. Communicating ideas clearly. Active listening and respecting the ideas of others. Trying to understand other points of view. Making choices that consider what's good for the whole team. Engaging others to reach goals.

Understanding self. Have a spark. Try new things. Keep trying even when it doesn't work the first time. Taking helpful feedback and using it to improve. Taking responsibility for actions.

Career. Thinking about what they care about and love to do and exploring ideas about how they could convert that into a job/career.

SMART Goals

Some members may need some guidance in developing goals. To help members create goals aimed at success, utilize the SMART goals framework. Making goals **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based allows for better tracking and for progress to be more recognizable.

- **Specific.** The more specific you are with your goal, the more clarity you will have in what you are working towards. To help increase specificity with goals, ask the following questions: What exactly do I want to achieve? Where? How?

- **Measurable.** When goals are measurable, it means that you will know exactly when you will have reached your goal. To make a goal more measurable, ask: How will I know when I have reached my goal? What will this feel and look like?

- **Attainable.** When goals are attainable, it means that they can be reached. However, too easy of goals may make it difficult for individuals to sustain motivation, whereas too challenging of goals may make people lose confidence. Research supports that moderately difficult goals tend to evoke more effort than goals that are too easy or too hard.

- **Relevant.** When goals are valued, they become relevant. If a goal is not relevant for the person, then they will be less likely to invest time and effort into making progress on the goal. To increase relevance with a goal, ask: Why is this goal important?

- **Time-Based.** Timelines help people take action. Planning out steps helps members reach their goals. Timelines that are realistic and flexible help members be engaged with their goals.

Making Goals Stick

After you've helped members develop their goals, it is important to continue supporting the member. Utilize these strategies to make goals stick.

- **Write the goals down.** Writing down goals will help members remember the details, make their commitment more concrete, and serve as a reminder to revisit throughout the program.

- **Prioritize goals.** Help members identify the goals that are most important and focus their effort there.

- **Hold each other accountable.** In addition to defining the goal(s), hold one another accountable—this is another way to engage members in leadership.

- **Celebrate success.** Take time with members to review success as it happens. Member feedback sessions are a formal opportunity to track progress toward goals and re-focus on the plan.

Building Community

New groups of people follow a predictable cycle. As the team grows and changes through each of these phases, the leader's role changes as well to support the develop of the growing community.

Stages of Community Building

Forming: During the forming stage, members may be hesitant to participate. Members might be searching for ways to connect with others. During the forming stage, leaders can:

- ❑ *Provide rules and expectations.* The Crew Commitment, found in the Activities section, is a wonderful place to start.
- ❑ *Establish routines and rituals to provide a predictable rhythm and a sense of security.* Start each day with a circle up – this is a chance to have a stretch circle, a safety briefing, and connect with each member. End each day with a debrief – reflect on the day, debrief any incidents or near misses, and connect with each member.
- ❑ *Provide opportunities for members to connect.* Check out the Get to Know You Activities in the Activities section.
- ❑ *Set the tone for communication.* Model and have discussions about how to communicate, how to manage conflict, how to share appreciation, and how to provide feedback. Members may start to take on more of a role of establishing some of these norms, but leaders can start to build the culture of healthy communication. In the forming stage, leaders can note who is speaking first and who stays quiet in discussions.

Storming: During the storming stage, members may challenge leaders and other authority, for example, by critiquing the way that the project is being done or arriving late. Members may share other areas of conflict in their lives. During the storming phase, it is an opportunity for leaders to:

- ❑ *Revisit the Crew Commitment.* Share clear consequences for breaching the norms detailed in the Behavior Management section.
- ❑ *Build in teambuilding games to the daily routine.* Continue providing opportunities for members to get to know one another.
- ❑ *Address behavior management issues.* If individual members demonstrate behavior that is not conducive to the larger community, it may be because their basic needs have not been met. Leaders can use the Choice Theory model, developed by William Glasser, to assess what need a member is attempting to meet, and help the member discover healthier ways to meet their need.

Choice Theory

Love/Belonging includes family bonds, group bonds, interpersonal relationships, nurturing, and networking.

Power includes sense of accomplishment, confidence, things to be proud of, and bragging rights. We need to feel important, competent, and respected.

Fun includes sheer delight or enjoyment, learning, and playing. Glasser defines fun as the biological response to learning something new and applicable to one's life.

Survival is the drive to stay alive. We strive to make ourselves physically comfortable. This also includes self-preservation factors like food, water, shelter, safety, sexuality.

Freedom includes being in control, the power to choose, flexibility, and spontaneity.

Leaders can use reality therapy, developed by William Glasser, to compel members to reflect on their behaviors, by asking three questions.

What do you want? Members may not always be able to connect their immediate desire to one of the basic needs, but it can be productive to ask them what they might need.

What are you doing to get that? It is often necessary to clarify facts, but avoid creating an environment where members feel defensive or judged.

Is it working? After this step, it is time to walk through the development of an action plan with the member. What are the behaviors they can change to get the results they want? It may be necessary to give a verbal warning to ensure that the action plan is put into place, refer to the Behavior Management section for more guidance.

- ❑ *Resolve conflict*. When conflict arises between two or more members on the crew, leaders can serve in the role as mediator in addressing the conflict. One easy to remember conflict resolution model is VOMP.

VOMP Mediation Technique

The VOMP model, adapted from a model by Crosby Kerr Minno Consulting, is a proven method to help curve our natural reactions and to enable us to react calmly and professionally. This tool is effective when a two-person conflict arises or it can be used to facilitate a group conflict. These conversations should be mediated by a leader. Often these conversations require time and energy from all parties involved. It is important to make sure you have these three components before beginning: parties willing to participate, adequate time, and the energy and perform the mediation effectively.

V	**Vent:** Each individual takes turns listening to the other, while the other expresses their feelings. Only one person should be talking and the others should be listening. Make "I" statements to clarify your position, feelings, or opinions. *"I feel _____ when you _____."*
O	**Ownership:** Each individual takes ownership for what the other has expressed they have done. *"I contributed to this by…"*
M	**Motives:** Each individual verbalizes the other person's motivation. *"This is what I think you intended…"*
P	**Plan:** The individuals work together to come up with a plan to prevent a similar conflict from arising in the future.

Note: Repeat the V-O-M part multiple times until planning comes naturally.

Norming: During the norming stage, members might begin to participate more fully. Members may contribute and reinforce group norms. You might notice members disclosing more about themselves. Leaders might find that it is a great time to:

- *Assess for exclusion concerns on the crew.* Note if certain members are taking on tasks or sharing more than others. Invite members to speak up. Assess if each member of the crew, particularly those with marginalized identities, are expressing if they feel embraced and valued.
- *Continue to play teambuilding games.* Leaders might find that members are comfortable working together on more advanced teambuilding activities that require a higher level of trust, such as beginning to do low to moderate risk JEDI activities.

- *Allow more leadership roles.* Collaboratively search for solutions to problems, and take suggestions and ideas from members seriously. Create opportunities for members to lead in the work project, as well as in spontaneous and intentional learning opportunities. Leaders can reinforce shared responsibility, and call on members work collaboratively to identify hazards.
- *Assess member development and developmental relationships.* Use feedback sessions and reflective activities for members to self-evaluate achievements, discuss progress on goal setting, and recognize accomplishments.

Performing: When the crew reaches the preforming stage, members may provide feedback to each other and be able to work through conflict on their own. Individual and group goals might be referenced often. In the performing stage, leaders can:

- *Support a collaborative work environment.* Ask for suggestions on improving the project or program. Have members identify tasks and decide what they would like to work on. Allow members to lead more. Encourage member responsibility in considering both personal and group safety.
- *Continue to work through the progression of teambuilding activities.* Leaders might find that members are comfortable being vulnerable in discussions or higher risk JEDI activities.
- Acknowledge growth and development, both on the individual and crew level.

Adjourning: When the program is coming to an end, members may react to the adjourning stage in many different ways. For some, this phase might bring up other endings. Some members may avoid saying goodbye. Others might be setting other goals and thinking about their next steps. Members might engage in self-evaluation and also identify growth in others. As a leader, your role can include to:

- *Normalize that saying goodbye can be challenging.* Create an environment where saying goodbye is expected and powerful.
- *Facilitate reflection activities.* Lead intentional reflection of individual and group progress.
- *Celebrate accomplishments, learning, growth, of both the crew and individuals.* Hold a formal closing ceremony engaging stakeholders who played a part in the program success, including partners and community members.

Learning

Core program outcomes of all SCA programs include improved social emotional and leadership development, increased job readiness and conservation career awareness, and increased conservation awareness and practices. Though much of the member discovery and growth will take place through the service and experiences in the outdoors, leaders can build in educational opportunities to enhance the program.

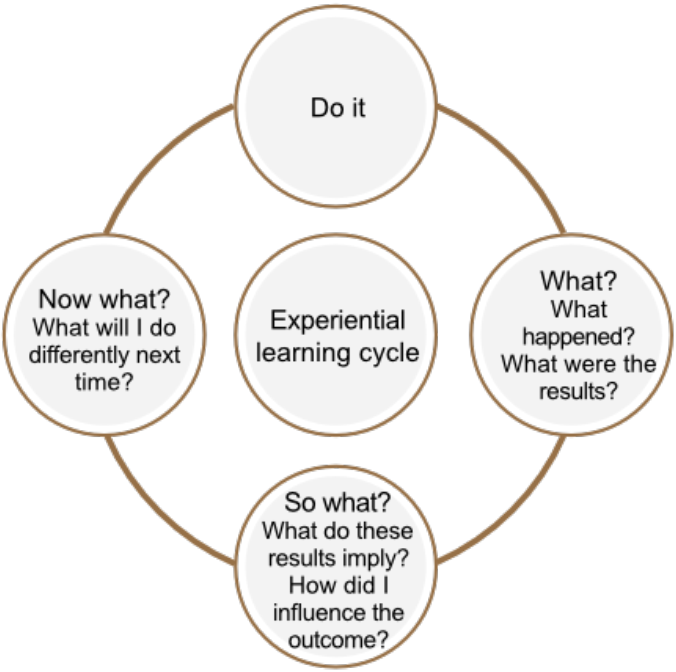
❑ Create Environments Conducive to Learning

Before beginning any lesson or activity, leaders should make an effort to create an environment that supports learning. Here are some factors to consider when setting up the learning environment:

- → **Timing:** Is the group able to focus on you? Are they hungry, wet, cold, or distracted? If you address those issues first, members are more likely to be engaged and to retain the information.
- → **Audience:** Does each member have the prior knowledge needed to participate in this activity? Can you explore a topic that has ignited curiosity, passion, or excitement in members? Will this activity engage members in the different ways they like to learn (for instance, discussion, personal reflection, writing, movement). Each lesson or activity you try will give you more insight into the members as learners.
- → **Location:** Consider the sun, traffic, and other environmental elements when examining your learning environment.

❑ Encourage Informal and Formal Learning

SCA programs are built on experiential education – the combination of real experiences in the field and focused reflection to highlight the tangible impact of the service. The role of a leader is to facilitate these experiences while also recognizing spontaneous opportunities for learning. Also, leaders should utilize the experiential learning cycle to assess outcomes of activities.



Learning in the field should include both spontaneous and planned learning. Spontaneous learning should include informal opportunities for learning that arise naturally out of everyday activities. Leaders should support a collective learning environment by encouraging members to be curious and ask questions.

Planned learning should be designed to be relevant to the team, with the conservation project and member interest, prior knowledge, and group development in mind.

Leaders should create opportunities for members to develop a sense of place. Connection to the land is enriched when members have opportunities to access, explore, reflect on, learn about, and share knowledge about the natural and cultural history of places. One way to get started is to acknowledge and honor the natural and cultural history and culture of the worksite through the Land Acknowledgement activity, found in the Activities to Support Core Components portion of this guide.

Leaders should design activities for members to explore local flora and fauna, and learn more about ecological challenges of the area, and the importance of the conservation work projects. Survival Tag, found in the Environmental Literacy section of the Activities to Support Core Components chapter, is a fun game to get members engaged. Leaders should also provide opportunities for members to explore environment justice, to learn more about injustices and environmental racism, and exclusion in the conservation movement. The Environmental Justice activity in the Activities to Support Core Components includes a town hall simulation to serve as a starting place in these discussions.

Program Management Checklists

Ramping Up to Start Date

- ❑ Talk with your supervisor and agency partner about the plan for the project, including the work project expectations, tools and equipment, and schedule for the project.
- ❑ Find the team in SCA portal. In the portal, you can read applications, review medical conditions, and review dietary and allergy information to be prepared to make modifications for the crew.
- ❑ Follow supervisor instructions to contact members, via phone or email. Your first contact should include a biography, your contact information, some basic information about what to expect about the working and living expectations, and a gear list.

First 24 Hours of Program

- ❑ Set the tone for the crew with a name game and icebreakers.
- ❑ Explain to the entire crew that as a leader of the group you are a mandatory reporter of abuse. Explain that this means that any abuse which the members divulge to you will be reported to the proper authorities, and that you are not able to promise confidentiality about these topics.
- ❑ Work on the crew commitment as a group and establish expectations.
- ❑ Hold the first safety briefing, review the resources, including the location and contents of the first aid kit, the location and the content of the Emergency Response Plan, and the location and use of any field communications device. You can review hazards of the site, work through a Job Hazard Assessment, and review the lost and alone protocols.
- ❑ Teach proper sanitation hygiene and sanitation techniques in relation to bathroom, personal care, handwashing, dish washing, water treatment and consumption, food storage and handling.

During Program

- ❑ Ensure that member and leader time is entered in the appropriate system of record.
- ❑ Ensure that work accomplishments are up to date and entered in the appropriate system of record.
- ❑ Keep up to date with a record of expenses for the program.
- ❑ Save clear and legible receipts of each transaction, including transaction total, vendor name, last four digits of credit card, transaction date, and an itemized list with detail of purchase.
- ❑ Be prepared for site visits from agency partners, SCA supporters, board members, or SCA staff. Make sure to brief visitors about the site so that they are aware of hazards or group dynamic issues.
- ❑ Build developmental relationships with each member through one-on-one check-ins, goal setting, and feedback sessions.
- ❑ Assess the stage of group development of the crew to encourage team building.
- ❑ Continue to uphold the culture of safety. Hold safety briefings when site conditions change, report incidents, and debrief after incidents and near misses.
- ❑ Provide educational opportunities from spontaneous learning to intentional activities and lessons.
- ❑ Throughout the program, capture memories through photos and quotes to share with SCA and include in your final report.

Approaching the End Date

- ❑ Debrief the program with the crew. Take time towards the end of the program to discuss the experience with the crew, highlights and memories, areas of growth, and more.
- ❑ Debrief the program with your supervisor. Your supervisor will contact you for a final debrief conversation at the end of the season.
- ❑ Debrief the program with the agency partner. This is an opportunity to gather specific feedback on the project. The partner might also provide input on the partnership with SCA.
- ❑ Ensure that each member writes a Letter of Reflection.
- ❑ Hold a final feedback session with each member and complete the Member Performance Assessment for each member.
- ❑ Ensure that members complete the Member Post-Survey. Make time for members to complete the post-survey electronically, if possible.
- ❑ Hold a Closing Ceremony to celebrate the individual and group accomplishments of the season. Work with your supervisor to plan the event. Share the date, time, and location as early as possible to partners, sponsors, SCA staff, friends and family of members. The ceremony can include remarks from agency partners, highlights from crew members, and some sort of recognition of each member (for example, SCA gear or a certificate for each member).
- ❑ Ensure that all time logs are complete and accurate.

Program Closeout

- ❑ Clean pack tools and equipment, and return to the appropriate cache.
- ❑ Complete budget books and submit all receipts, expenses, and requests for reimbursement.
- ❑ Complete all output logs.
- ❑ Complete the final report.

ACTIVITIES

Chapter 3 Activities to Support Core Components

Revised on 1/1/2022

In this Section

Activities to Support Program Management

Flow of the Day

Meet members at the agreed upon spot or at the site.
Circle up! Facilitate a stretch circle, do a safety briefing, a quick self-care check, review the plan for the day, and go over any new expectations or plans.
As you get to work, assess for physical and emotional safety concerns.
Break for lunch. This is a chance to complete a self-care check with each member, and to get everyone moving after lunch with an energizing game.
Get back to work on the project. Depending on the project type, have members switch tasks to avoid repetitive use injuries and to keep things interesting.
Pause for a learning as opportunities arise. For instance, if a partner drops by, encourage members to ask questions. If there is an interesting historical or cultural site nearby, visit with members. You can also build some intentional learning, by drawing from the activities in this guide or creating your own.
Daily debrief! Clean up the site and store tools. Facilitate a debrief, with a reflective activity, an opportunity to share feedback and appreciation for others, and review any incidents or near misses of the day.

Intentional Learning Activities

Leadership Analysis

Purpose: A reflection exercise to identify your leadership style, strengths, and areas of growth.	**Time:** 1hour
Location: A quiet space for reflection.	**Materials Required:** Leadership Rubric Finding Your Leadership Style Lesson Plan

Read:
Prior to starting this reflection exercise, take some time to read the roots chapter to review how leaders and leadership is a cornerstone of members' experience at SCA.

Reflect:
Examine the Leadership Rubric.
What score would you give yourself in the following areas of leadership?
(0= lack basic comprehension, 3= shows mastery and find ways to apply it)

Communication:
Feedback:
Adaptability:
Team-minded:
Safety: Self-
Care:

Complete the Finding Your Leadership Style lesson plan for yourself. Where are you on the leadership continuum? Water, wind, cool cucumber, hot tamale? What leadership style do you primarily have?

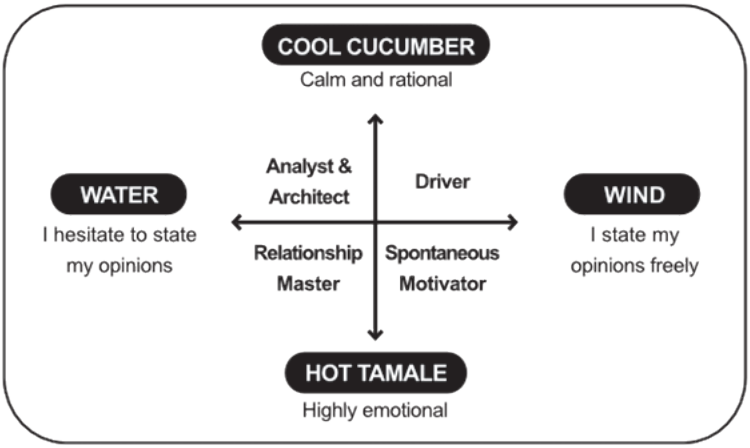
What are your leadership strengths?

What leadership-related goals do you have for this project?

Review:
At the end of the project, come back to this reflection exercise. What progress did your make towards your goals? What did you learn about yourself?

Leadership Style

1. Finding Your Leadership Style (NOLS No-Doze)
   - **a.** Outline a long continuum line with two far ends defined thus:
     - Water: "I don't often voice strong opinions, particularly if I think it will cause hurt or be a waste of time. I put others before myself pretty consistently. I'm very flexible. You probably don't really know where I stand on issues, or what I think about you, unless you ask very directly. It's hard for me to state my own needs."
     - Wind: "I state my opinion and take stands easily. People know exactly what I think, feel, and want. I'm an open book and you don't even have to read the words because I tell them to you, especially if you try to cross one of my lines. Fight or flight? Let's get real - I stay right here and tell it like it is. I don't have a problem saying 'my way or the highway' if need be."
   - **b.** Place yourself anywhere on the continuum where you view yourself. The precise middle is out of bounds.
   - **c.** Without moving from your place in this left/right line, move yourself along a second, up and down continuum with the two far ends defined thus:
     - Cool cucumber: "I am calm and rational, and I do not get flustered about anything. I even have difficulty getting excited about things most people think are neat and exciting. My emotions are a glassy pond."
     - Hot tamale: "I tell people how I feel about everything. I cry at sad movies. My emotions are extremely active - the perfect storm." Again, these refer to how you feel you are internally.
   - **d.** At this point, you will be in one of four quadrants, outlined below.



Explanation of Leadership Styles

Architects & Analysts: Architects and analysts emphasize

If a leader has this style, honor their need for information while also requesting they tell you how they will decide or delegate, and when.

Pluses	Deltas
• Information and opinion seekers • Good at analysis and process observation • Prefer decisions based on facts • Prefer as much information as possible before deciding • Can come up with totally off-the-wall solutions that work • Translate feelings and experiences into ideas	• Can be slow in making decisions or dogged in facts. • Can happily leave most decisions to others and focus on only one decision. • Have to watch out for non- • involvement or unrealistic ideas if they get into their own world.

Architects & Analysts: Some Effects on the Group

Architects and analysts are often in the minority but their function is essential. If a group doesn't pay attention to this area, it will miss out on significant learning that comes from observation and analysis. The group may also be missing important process steps or other ways to view a situation. Too much of this style in a group may stall movement because the discussion, laissez-faire attitude and analysis allows opportunities to pass.

Drivers: Drivers emphasize action and directing.

If a leader has this style, be as direct as possible when dealing with them. Bring problems and opinions to them: they expect this.

Pluses	Deltas
• Information and opinion givers. • Decision making is easy for them. • Often the keepers of the vision in a group. • Great at taking a stand, being direct, and making things happen. • Usually note too shaken by critical feedback.	• Often will urge "let's decide" as indecision can drive them crazy. • Will sometimes decide without input from others and step on toes. • Make mistakes when moving too quickly without adequate information. • Can come across as too impersonal and lose connection with their group. • Have to be careful not to "over-lead."

Drivers: Some Effects on the Group

If a group does not have drivers, they must pick up driver functions or they can fail to meet far-reaching goals. Mature drivers are non-reactionary individual with much ability in the other quadrants, and they help ground a group. When this style is not mature, there may be too much individuality or structure. Turf battles or a lack of member autonomy and collaboration ensue.

Relationship Masters: Relationship masters emphasize caring.	
If a leader has this style, you may need to ask them to be more specific in outlining their expectation. Encourage critical feedback from them and tell them when you want to know what they think and want.	
Pluses	**Deltas**
• Excellent at building and sustaining community. • Work well on a team. • Great at building rapport, consensus, and commitment and seeking feedback. • Support, praise, and feel concern. • Display high regard for others' wishes, viewpoints, and actions.	• May not take an unpopular stance if it puts a relationship at risk. • Can put so much emphasis on a relationship that tasks and decision-making fall behind. • Can forget or downplay their own needs, to their detriment.
Relationship Masters: Some Effects on the Group	
You cannot have too much caring and respect as part of your capacity - it is the glue that's essential for a group to function. As a leader, it is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is lack of depth in genuine connection and innovation.	

Spontaneous Motivators: Spontaneous motivators emphasize emotional stimulation.	
If a leader has this style, know your own position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints	
Pluses	**Deltas**
• Often voice their ideas and supply passion to follow those ideas; energizers. • Great at motivating people as they possess a sense of mission or vision. • Good at energetic dialogues with other group members.	• Can be emotionally bound to their ideas; objectivity may be their biggest challenge. • Can create a highly emotionally charged climate if they put too much emphasis on challenging others and confronting assumptions.
Spontaneous Motivators: Some Effects on the Group	
Spontaneous motivators are often light bulbs. Groups need this function to sparkle, create, prod, stir the pot, and impassioned. A group without this style may be functional, but somewhat lackluster. When mature people with this style choose to be detached and monitor their emotional involvement, this is highly effective. If too much of this style is present in a leader, a group can be overly reactive or so impassioned about their ideals that they lose touch with other realities. Interestingly, many charismatic leaders and cult leaders come from this quadrant.	

Source: Gookin, John & Leach, S. (Eds.). (2009). Leadership Educator Notebook. NOLS

Land Acknowledgement

Description: Land acknowledgment, map activity, and group discussion	**Time:** 30 minutes
Location: A space to focus, draw, and discuss when the group is feeling attentive and engaged	**Materials Required:** Map of the area (one per participant, Native Land map (one per participant), writing utensils or coloring materials

Set Up

1. Before leading this activity, read through this lesson plan.
2. Go to Native-Land.ca to verify the Indigenous territories that overlap in the area where you will be working. Research a bit about the Indigenous people, and some of the history of the land.
3. Print a copy of a map of the area and a copy of the Native Land map for each person on your crew. If you aren't able to do this, you can use one example map or show the maps electronically.

Map Activity (10 minutes)

1. Hand out the map of the area or city to each person. With a writing utensil, show some of the locations where the crew will work during the program on your example map. Ask the crew to mark down these locations on their map, and also any other locations of note they are familiar with on the map. They might be able to find places where they live, work, or go to school on the map.
2. Next, hand out the Native Land map of the area or city. Ask some questions to encourage the group to interpret the map, such as: How many Indigenous territories overlap with this area? How many languages are spoken?
3. Ask each person to outline the distinct Indigenous territories as well as coloring in local rivers or other natural features.

Discussion (10 minutes)

1. To begin, for some people, this might be the first time they are learning about intentional colonialist policy by United States designed to seize the territories of Indigenous peoples, and to displace or eliminate them. This discussion might have to be an ongoing learning experience.
2. Inform the group of the importance of learning about the Indigenous peoples of the region. You will be working on _____ land, and the ancestors of the _____ people took care of this land for generations before European contact. They were the original land stewards and conservationists.
3. Share any information you gathered about the Indigenous peoples of the region. Ask the group if they have anything to share.

Debrief (10 minutes)

Ask the group some debrief questions, such as:

- Why do you think it is important to acknowledge the original stewards of this land?
- When you picture a conservationist, what do they normally look like?
- How can we learn more about the Indigenous peoples in this area?

Crew Commitment

Description: Group activity to create a crew contract of shared norms and behaviors	**Time:** 30 minutes
Location: A space where everyone can hear when participants are feeling engaged	**Materials Required:** Large piece of paper, paper for notetaking, writing utensils

Set Up

1. Read through this lesson plan before teaching. Prepare to explain the importance of a crew commitment.

Introduction (5 minutes)

1. Bring the group together in a circle around a large piece of paper or cardboard. Ensure that all learners can see and hear you.
2. Tell the group that you will be working together to create a crew commitment. A crew commitment is a list of ground rules that each person on the crew considers important and feels like they can commit to.
3. Set some guidelines for the discussion. Some examples: Hear from everyone. It's okay to have a difference of opinion. Let the group know that each person should feel that they have input. The ideas should come from the group, not from you as a leader. A crew commitment should not include personal or private choices that do not affect the group.

Discussion (20 minutes)

1. Ask folks for input: What behaviors or norms do we agree to follow as a crew? Record suggestions on a separate piece of paper as they are shared, or ask a volunteer to take notes. Allow for discussion.
2. If the crew is having trouble thinking of suggestions, you can share these examples:

BE KIND

Create an inclusive community which means no exclusive relationships (romantic or fraternal), be kind to yourself and others, value differences within the group.

BE READY

Have your gear/food/ PPE packed and be on time. Be ready to fully engage and do your share of the work. Be prepared to learn with a positive attitude and work towards the group goals.

BE OPEN

Be open to giving and receiving feedback, working to resolve group conflict, setting goals, and reflecting on progress.
Be open to trying new things or thinking in different ways.

BE CARING

Take care of both yourself and your teammates. Be sure you are eating/ drinking/sleeping enough and generally staying healthy and helping others.

3. If there are suggestions that are missing that you feel are important, suggest them for consideration. Make sure to allow the group to talk through it before adding it on your own.
4. Read the suggestions or ask a volunteer to read the suggestions. Remind the crew that everyone should feel comfortable with each item on the crew commitment. An easy way to do this is to ask folks to use their "Thumbometer", or to conduct a thumb test. Ask for a thumbs up if each individual agrees to all of the items, a thumb in the middle if anyone feels something is missing or disagrees with the wording of an item, and a thumbs down if anyone has an issue with any item.
5. Make revisions to address any concerns that are raised. Sometimes this requires rewording an item, and at other times, it might mean not including something if it is important to some but not all.

Create the Crew Commitment (5 minutes)

1. Once the document is in a good place, it can be written out on the large piece of paper. You can ask the group to verbally commit to it or ask everyone to sign it. Let folks know that this is a living document, and the whole crew can revisit it whenever they feel it is necessary.
2. Let the crew know that this is not just an exercise. There will be repercussions for breaking the crew commitment. Each person on the crew, including the leaders, will be held accountable to the agreements on the commitment.

Note: The crew commitment should be displayed at camp or a communal area. The commitments remain relevant and effective if you refer to it often. Before starting a discussion or in any moments of conflict, remind the crew of the crew commitment.

High Five for Self-Care

Description: Guided meditation, discussion of types of self-care strategies, and artwork focused on personal plan for self-care	**Time:** 50 minutes
Location: Quiet, cool, and comfortable place when participants are feeling relaxed and introspective	**Materials Required:** Participant journals or paper for each participant, writing utensils, coloring materials

Guided Meditation (10 minutes)

1. Let the group know that they will be practicing meditation. This is called a body scan. Ask everyone to get comfortable and relax. People can lay down or sit up, keep their eyes open or close them. It's up to them.
2. Lead the group in taking one full breath in and one long breath out.
3. You can read this full script, or change it a bit to sound more like you:
   - Notice the feeling of your body on the chair or the ground, wherever you are.
   - As you breathe, notice your chest and abdomen. What feelings are you aware of?
   - Now bring your attention to the top of your head, to the sides of your face, and the back of your head. Notice your jaw if you are holding any tension there. Let your face be soft. Relax the muscles around your eyes and mouth. Continue to breathe in and out.
   - Notice your neck and your throat. Now, your shoulders and arms. Focus your attention down your upper arms, to your elbows, forearms, wrists, and hands and fingers.
   - Now notice your upper back and then lower back and release any tension there.
   - Continue traveling down to your legs, your thighs, your knees, your calves, your shins, your ankles, and your feet. Continue to breathe in and out.
   - Stay with a sense of your whole body for a few more breaths. As we close, continue to remain aware of your body as best as you can and we'll finish with a full deep breath in and breathe out slowly.
   - Thank you for participating.
4. Ask the group some follow up questions: How was that experience? Why do you think people meditate?

Note: Meditation is not for everyone. Encourage the group to give it a shot for the first time. This activity is best done when the crew is an introspective, calm mood and you are able to sit in a cool area. Meditation is a practice, so you can continue to use meditation as a tool throughout the program.

Defining Self-Care (10 minutes)

1. Let the crew know that today's focus is all about self-care. There are five dimensions of self-care, including physical, intellectual, social, spiritual, and emotional. Most people are drawn towards one or two categories, but incorporating activities from each dimension is important for your overall health. When we are having a good day, it's easy to take steps to take care of ourselves. When we are stressed or feeling down, it is sometimes harder to remember what we can do to feel better.
2. Pass around the Field Guide and ask for five volunteers to read the list of tips for each category. After each category, ask for input: What are some other habits that could fit under this category?

Background: Self-Care Assessment Tool

Objective. This assessment tool provides an overview of effective strategies to maintain self-care. The below list simply provides examples for each area. After completing the each section, choose one item from each area (either from the list or develop your own) that you will actively work to improve.

Physical Self-Care

- ☐ Eat healthy. Stretch. Exercise.
- ☐ Get regular medical care (prevention or when needed).
- ☐ Take time for yourself when needed.
- ☐ Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun.
- ☐ Get enough sleep.
- ☐ Take time away from cell phones, electronics, etc.
- ☐ Other idea:
- ☐ Other idea:
- ☐ Other idea:

Intellectual Self-Care

- ☐ Take time for self-reflection (journaling, drawing, etc.).
- ☐ Read books that are unrelated to work or school.
- ☐ Try something new.
- ☐ Let others know about you.
- ☐ Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, auction, theater performance.
- ☐ Other idea:
- ☐ Other idea:
- ☐ Other idea:

Social Self-Care

- ☐ Spend time with others whose company you enjoy.
- ☐ Stay in contact with important people in your life.
- ☐ Start a book club.
- ☐ Other idea:
- ☐ Other idea:
- ☐ Other idea:

Emotional Self-Care

- ☐ Give yourself affirmations, praise yourself.
- ☐ Re-read favorite books, re-view favorite movies.
- ☐ Identify comforting activities, objects, and places and seek them out.
- ☐ Allow yourself to feel your emotions without rejecting them.
- ☐ Find things that make you laugh.
- ☐ Express your passions.
- ☐ Other idea:
- ☐ Other idea:
- ☐ Other idea:

Spiritual Self-Care

- ☐ Make time for reflection.
- ☐ Spend time with nature.
- ☐ Spiritual connection.
- ☐ Be open to inspiration.
- ☐ Be aware of non-material aspects of life.
- ☐ Be open to not knowing.
- ☐ Meditate.
- ☐ Pray.
- ☐ Sing.
- ☐ Read inspirational literature (talks, music, etc.)
- ☐ Other idea:
- ☐ Other idea:
- ☐ Other idea:

High Five for Self-Care (30 minutes)

1. Give each person a piece of paper, or ask them to take out their journals.
2. Have each person trace the outline of their hand, which will represent their overall wellness.
3. For this activity, provide the following instructions, and ask them to note each category on their paper:
   - The thumb will represent physical ideas for self-care.
   - The pointer finger will represent intellectual ideas for self-care.
   - The middle finger will represent social ideas for self-care.
   - The ring finger will represent spiritual ideas for self-care.
   - The pinky finger will represent emotional ideas for self-care.
4. Each person should put at least one strategy for each category that they already implement and works well for them, or that they would like to start. This artwork is only for them, so they can represent the habit with words or a sketch, however they would like.
5. Once you are done with the instructions, allow the group to get comfortable and spread out. Give the group ample time to work on their High Five for Self-Care. Walk around while they work, assist if they get stuck, but allow for privacy.
6. When the group seems to be wrapping up, bring them together in a circle where they can all hear and see one another.
7. Ask some discussion questions, such as:
   - Does anyone have a strategy they use now that works that they would like to share?
   - Would anyone like to share a new habit they want to try?
   - Why do you think we are learning about self-care strategies?
8. Tell the group that in many ways self-care is group care. If you take care of yourself, you will be able to help your crew when they are having a rough day. Ask the group: What are some group care ideas we could work on?

Note: Some groups may find the hand tracing silly. This activity can also be done as a free write activity,
or a small group discussion activity. The important thing is for each person to write down their plan for self-care, so that you can ask them to refer to it in the future.

Letter to Yourself

Description: Intentional goal setting time, and opportunity to write a letter to yourself	**Time:** 40 minutes
Location: Comfortable spot where each person can focus	**Materials Required:** Participant journals or paper (one per participant), writing utensils, envelopes (one per participant), paper (one per participant)

Set Up

1. Read through this lesson plan before teaching the activity. You can also check out the other information on goal setting in the Field Guide..

SMART Goals (10 minutes)

1. Let the group know that you will be talking about goal setting. Ask the group some questions to start it off, for instance: Why do we set goals?
2. On a piece of paper or in a journal, ask the crew to write down at least three goals that they would like to work on during this program. You can give them structured instructions like one professional, one personal, and one goal of their own choosing, or just ask them to write some goals. Let folks know that they will be asked to talk about these goals with you and their crewmates. They can write additional goals that are private.
3. Ask some prompting questions like: What kind of skills or experiences do you want to develop? What is a new habit you want to form?
4. While folks write, walk around to be a resource in writing goals.
5. Now, share the acronym for setting SMART goals.
   - S: Specific. What is the "who, what, when, where, why, and how" of the goal?
   - M: Measurable. How will you know that you accomplished your goal?
   - A: Attainable. Is this goal realistic?
   - R: Relevant. Is this goal important to you?
   - T: Time-Based. Can you set a realistic and flexible timeline to reach this goal?
6. Then, ask learners to find a partner. Together with their partner, they will work through their three goals, and revise each of them to be SMART goals. Walk around as the partners work and provide feedback and assistance. If the crew is having difficulty working together, learners can do this independently.

Note: Refer to these three goals in formal check-ins with each person. Take notes as they discuss their goals, and hold them accountable to reaching their goals.

Letter to Yourself (30 minutes)

1. After setting their three goals, or at some time later in the week, it's a great idea to do the Letter to Yourself activity. Bring the group together in a quiet, comfortable place to write and collect their thoughts. Hand out a piece of paper, envelope, and writing utensil to each person.
2. Let the group know that they will be writing a letter to themselves, and it can be about anything they want it to be. No one will see this but them. They will open it at the end of the program. Some ideas of things to write about: the three goals they set for themselves, their self-care plan made during High Five for Self-Care, and their thoughts and feelings at the start of this experience.
3. Give the group ample time to write their letters. When it seems that people are wrapping up, ask them to seal their envelope and address it to themselves.

Note: Hold on to these letters and keep them somewhere safe. In the final week of the program, you can hand out the letters to the crew and give them some time to read. This is a great reflection activity that you can pair with a free write session, a group discussion, or to discuss in your check-ins at the end of the program.

Leadership Compass

Description: Physical activity to learn about leadership styles of the team	**Time:** 45 minutes
Location: Area with room to spread out while participants are in an energized and talkative mood	**Materials Required:** Flagging or objects (to define boundaries), paper (4 pieces), writing utensils

Set Up

1. Read through this lesson plan before teaching. Prepare to explain why this lesson is important, the details of each leadership style, and how the four leadership styles interact.
2. Set up a quadrant big enough that the group can divide into smaller groups, but small enough that it is walkable and the group can hear one another. You can use flagging, webbing, objects, or natural items to mark the four ends of the Leadership Compass. Make sure that the area is walkable.

Take 5 for Safety (5 minutes)

1. Before starting, Take 5 for Safety: Stop, Think, Identify Hazards & Assess Risks, Plan, and Manage.
2. Ask the group for physical risks. Are there any hazards in the area? Ensure that learners are ready for a break from work and ready to uphold the crew commitment in discussion.

Introduction (5 minutes)

1. Before addressing the group, ensure that all learners can see and hear you.
2. Let the crew know that you will be learning about leadership styles today. Give an explanation of why this is important. Teamwork begins with self-awareness and awareness of the others on your team. We can't be good at everything so we need to bring people together with different talents.
   This activity is designed to help you and your team figure out how you can work together.

Compass Placement (10 minutes)

1. Explain to the group that you have created an imaginary compass, with the directions North, South, East and West all representing a different leadership style. As you read about each direction, stand in the appropriate spot on the compass. Describe the directions in your own words. Ask learners to consider which leadership style sounds the most like them.
   - This is North. This is a results driven person. This person is decisive, quick to act, likes new projects, and likes to get things done. People might call you confident or courageous. If you like a challenge, you might be a north.
   - This is East. This is a vision driven person. This person likes to see the big picture, is a creative thinker, and enjoys problem solving. People might call you adventurous or innovative. If you like to experiment, you might be an east.
   - This is South. This is a relationship driven person. This person is receptive to other's ideas, trusts their own emotions, and is non-competitive. People might call you friendly or generous. If you like to support your team, you might be a south.
   - This is West. This is a process driven person. This person is a critical thinker, likes to have all of the information to make decisions, likes to follow procedures, and use logic to make decisions. People might call you introspective or organized. If you like to plan, you might be a west.
2. Ask if these four leadership style descriptions make sense. Allow for questions.
3. Ask learners to head to the direction that feels most like them. It can be difficult to choose just one, so let folks know they will have a chance to discuss that, but try to choose the one that feels the most accurate.

Small Group Discussion (10 minutes)

1. At each end of the compass, ask learners to have a small group discussion with those that share their leadership style. If there is a leadership style with one person, that person can answer the questions independently. You can ask one person to be a notetaker in each small group. This can be helpful for visual and verbal learners, and can be a tool to give more responsibility to a learner that tends to be less engaged with this sort of activity.
2. Ask questions to encourage each group to think critically about their leadership style. Pause after each question, and walk around to listen in on the conversations. If folks need more prompting, refer to the description of each style and give groups some more information. Here are some example prompts: What do you like about your leadership style? How has your leadership style helped you in a group, at work or with friends? What do you think is difficult about working with folks with your leadership style?.

Large Group Discussion (10 minutes)

1. Groups can stay at their end of the compass for the large group discussion, but ask that the group sits in a circle so that all learners can see one another.
2. Ask a representative from each direction to share some thoughts or observations to the whole group. If learners are hesitant, try to bring up insightful comments you heard while listening. Sometimes it can be hard for folks to identify what is difficult about their leadership style. Refer to the description of each style to make sure the group is not leaving anything out.
3. Ask questions to encourage the group to think critically about how their different leadership styles interact. Pause after each question, and allow for some silence. Here are some example prompts:
   - Why is it useful to have different leadership styles in a group?
   - Why might it be difficult to have different leadership styles in a group?
   - What do you notice about the balance in different styles in our group? What is the largest group? What is the smallest group? What do we have to work on?

Debrief (5 minutes)

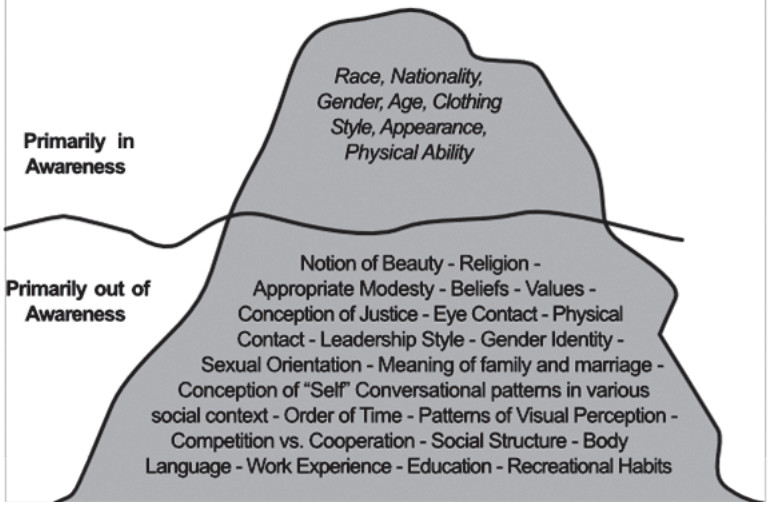
1. Close out the lesson with a closure activity. Here are some suggestions:
   - Ask each learner to find someone they haven't talked with much today, and explain their leadership style or something new they learned today.
   - If learners have paper or journals, ask learners to write down their leadership style, something they learned today, or a goal they would like to set related to their learning style.
   - Play a game to encourage the group to mingle like Biggest Fan or Elbow Tag, and freeze at some point in the game. Give a closing question like: What is your favorite thing about your leadership style? Then allow the group to finish the game.
   - In the discussion circle, ask each learner to discuss something new they learned today with someone near them.
   - In the discussion circle, ask each learner to say one word that makes them think of their leadership style (aside from the direction itself).
   - In the discussion circle, ask each learner to share something they like about their leadership style.

Iceberg of Diversity

Description: Activity to begin discussing identity and inclusion	**Time:** 25 minutes
Location: Comfortable place for discussion and when participants are trusting of another	**Materials Required:** Large paper, writing utensils

Introduction (5 minutes)

1. Let the group know that you will be talking about diversity and inclusion. Go over the Crew Commitment before beginning the activity.
2. Ask the participants: What are some ways people are different from each other?
3. As participants contribute, write it down on a large piece of paper. Put traits or descriptors that are more visible in everyday life towards the top of the paper (skin color, appearance, and so on). Put less visible traits or descriptors towards the bottom. Then draw an iceberg around all of the words and a waterline between the visible and invisible. It is important to note to the crew that some identities can be wrongly assumed from appearance.



Discussion (10 minutes)

1. Tell the group, just as 90% of an iceberg is below the surface, so much of who you are is below the surface.
2. Now ask each person to introduce themselves to another person using three to five descriptors, either above or below the waterline. People can share as much or as little as they feel comfortable.

Debrief (10 minutes)

1. It is important to note that some of our differences deeply impact the way that we are treated in society. Depending on the group engagement and trust level, you can open up a conversation about how differences are not all equally impactful.
2. Ask the group to imagine that each of us is an iceberg floating around. It's easy to make assumptions about the stuff below the surface. Sometimes those assumptions can be right. Problems occur when these assumptions are wrong. The more that we have conversations like this one, the more we will know about each other, and the more we will be able to include, value, and celebrate all of each person.

Notes: Conversations like this can range from uncomfortable to potentially triggering of trauma. It is important to allow each person to participate as fully or as minimally as they would like. Sometimes if a learner is disengaged it is to protect themselves, so allow people to do what they need to do to get comfortable during an activity like this. If this activity stays fairly surface level the first time you do it, you can always revisit it when the crew is feeling closer. If the crew is disengaged or not enjoying the activity, there is nothing wrong with stopping, and even telling the crew that the activity does not seem to be working for them and to pick something else to try.

Environmental Literacy

Description:	Time:
Nature observation activity and a game to discuss wildlife populations and climate change	25 minutes
Location: Area to play a game when participants are feeling energized	**Materials Required:** Green paper squares (20), blue paper squares (10, black paper squares (3), brown paper squares (5), red paper squares (5)

Set Up

1. Read through this lesson plan before teaching the activities. Do a little research and talk with your supervisor to ensure that the environmental literacy activities are relevant to the project you are working on.

Nature Nuggets (5 minutes)

1. Introduce the idea of a nature nugget. This is an ongoing activity as people observe interesting things in nature. To introduce the concept, however, you can ask each person on the crew to find something interesting at the work site or another natural area.
2. Each person should sketch the nature nugget and write some observations about it.
3. To research the nature nugget, you can refer to guides, look it up on the internet, ask someone at your site, or save it to research when you are able to.

Survival Tag (20 minutes)

Set Up

1. Cut up pieces of paper to prepare for game.

Game

1. Before starting, Take 5 for Safety.
2. Define the boundaries of the game for the crew. Ask folks to pick a place to stand within the boundaries and stay in that spot until beginning the game.
3. Take all the squares of paper and disperse them evenly on the ground inside the boundaries. Inform the crew that they are now all animals in the forest, and winter is coming. They will have 30 seconds to collect what they think they need. Shout go and set a timer for 30 seconds.
4. When 30 seconds have passed, ask the crew to count the colors they collected. Explain the following instructions for this round:
   - Green is food and they needed at least 3 to survive the winter. Any animal that did not get 3 green must step outside of the boundaries.
   - Blue is water and they needed at least 1to survive. Any animal that did not get 1blue must step outside of the boundaries.
   - Black represented age. Any animal that did gathered two or more black squares passed away and must exit the boundaries.
   - Brown represented disease. Any animal that gathered two or more died of disease, and must exit the boundaries.
   - Red stands for nothing in this round.
5. For round two, only the animals that survived can play. Ask everyone to spread their cards on the ground. Folks will naturally avoid or select certain colors, so let them know that the colors have changed and new instructions will be added in this round. Time 30 seconds again.
6. This time, here are the instructions:
   - If they have even one blue, it means winter lasted longer than usual. This means they needed more food. Brown, red, and green all signify food. Those with a longer winter (at least one blue) need five food cards to survive.
   - Those without a blue card needed three food cards.
   - Black signifies good health. If any person has two or more, they made it through winter no matter what cards were collected.
7. The group can continue playing as long as you would like, and you can continue to slightly adjust the numbers and rules.

Survival Tag Discussion

1. When the game is complete, ask everyone to sit down for a discussion. Ask some questions about the point of the activity: What happened between round one and two? How many animals died and how many animals survived each round? How is this game different than the natural world?
2. What might happen if a longer winter continued in this game for several rounds? Let the group know that in reality, the population would decline, and sometimes animals can adapt. This a great opportunity to discuss climate change. What might longer winter signify? How do people on the crew feel about climate change? What is the impact of a changing climate on animals?
3. You can also take this opportunity to connect the game to conservation projects.

Note: This activity is an example of an environmental literacy activity designed to get folks thinking about why conservation work is important. Check with your supervisor about an existing activity that is relevant to your crew's project.

Environmental Justice

Description: Group work to define environmental justice and mock town hall meeting	**Time:** 50 minutes
Location: Area for large discussion	**Materials Required:** Participant journals or paper (one per participant), writing utensils

Set Up

1. Read through this lesson plan before teaching the activity.
2. Research some instances of environmental injustice in the area where you are working.

Defining Environmental Justice (5 minutes)

1. Ask the group: When you think of the environment, what do you picture? Many people picture the environment as wilderness, but there is a broader definition of the environment: the places where we live, work, play, and learn. Our surroundings, not necessarily just the wilderness.
2. Tell the crew that today will be focused on environmental justice.

Think Pair Share (5 minutes)

1. Ask the group to brainstorm a definition of justice, either by jotting down some notes on their journal or just thinking about it for a couple of minutes.
2. Then, ask the crew to get together in pairs and discussion their definition.
3. Ask for responses from the group. Draw from as many definitions as you can to create a definition of the term justice for the whole group. If you need some help, the Oxford English Dictionary defines justice as "i. Just behavior or treatment; ii. The fair treatment of people; iii. The quality of being fair or reasonable.

Discussion (10 minutes)

1. Tell the group we are going to answer the question: What is environmental justice? Read to the group: environmental justice is a social movement that demands fair distribution of environmental benefits and burdens. Let's break this down.
2. Ask the group: what is a social movement? If the group needs some help, give some examples of other social movements: Black Lives Matter, #MeToo and Time's Up movement, disability rights movement, and more.
3. Connect the words "fair distribution" to the group's definition of justice.
4. Give some examples of environmental injustices in the region that you researched. Ask the group if they can think of more examples.

Mock Town Hall (30 minutes)

Set Up

1. Read through this activity before teaching it. You can create cards for each group with information about their roles ahead of time.

Small Group Preparation

1. This activity is a town hall simulation. Let the crew know that they are going to have to look at an issue involving environmental justice from a perspective that might be different than their own. It is important to remember that while any environmental issue might look black and white to a conservation leader, there are often many stakeholders with a range of needs and interests.
2. Present the issue to the crew: Mediburn Inc., a multinational corporation specializing in medical waste disposal, has a contract with Heelfaster Community Hospital to begin handling the hospital's waste disposal program. The hospital doesn't care where the waste disposal facility is located or how the waste is disposed, as long as Mediburn operates within the budget. Currently, the waste is buried in a hazardous waste landfill, but the landfill is closing because it has reached capacity. Here are the options for areas to build an incinerator:
   - The north end: adjacent to a wealthy community. This population is made up of mostly white individuals of high income and education levels than the town average. It is home to the mayor and many others prominent residents. The site property cost is $1.2 million.
   - The west end: in a predominantly lower socioeconomic status community. This population is made up of mostly African American individuals of lower income and education levels than the town average. The site property cost is $800,000.
3. Ask the learners to break up into three smaller groups. There is a company group, a community group, and a government group. Tell each group that the card just gives them basic information, and they are encouraged to come up with realistic fictional information, but to inform you what they are going to mention, so that you can share it with the group. You can either write out the role on a piece of paper for the groups to read, or read through their role quietly to the group alone:
   - Company group: You are aware of the environmental and health risks posed by hazardous waste disposal, and you are feeling the social pressure of increased opposition to waste disposal facilities. However, your company must answer to the Heelfaster Community Hospital's needs, not the needs of the community. The total budget for this project is $5 million, but the CEO wants to find the least expensive option.
   - Community group: You are a group of concerned members of the community in the west end, a community with lower income and education levels than the average in town. You are very concerned about the health and environmental impacts and do not support the construction of the new incinerator construction. The community did not attend previous meetings about this issue because the announcements were not widespread in your area of town. You do not know much about medical waste disposal, but have Googled and found a few articles about the risks. None of the members in your group have ever had to deal with something like this before, or spoken at a town hall meeting before. You do not know what other options Mediburn, Inc. has in this decision, but you want to urge the company to take reconsider.
   - Government group: You are a commission appointed by the governor to handle issues such as hazardous waste permitting and site selection. You work closely with the Department of Ecology and the Environmental Protection Agency, so you must balance the needs of private companies but should not move forward without overall popular public support (remember that the West End is a small percentage of the overall population of town). Technically, all three proposals by the Heelfaster Community Hospital are within the regulations, but some will have a larger environmental impact than others.
4. Give the groups time to talk through their role in the town hall. Walk around to make sure each group is on target and will be ready to share in the town hall simulation.

Town Hall

1. Welcome each group to the town hall meeting: encourage the members to sit in a big circle with groups sitting next to one another. Allow each group to introduce who they are without jumping into the issue yet.
2. Set the parameters for the town hall: reference the crew commitment for reminders about respecting one another, and active listening when others are sharing. You are the facilitator, and should call on members to share - this will be more structured than the average discussion the group usually has. At any given time, there will be a speaker, and the rest of the members will be observers to simulate an actual town hall meeting.
3. To begin, call on Mediburn, Inc. to get started. What is your proposal? Allow a member from the company to present their proposal. What factors went into this decision? What are the potential positive and negative impacts on the town?
4. Next, call on the community members. What are your thoughts about this proposal? Do you support it? Why or why not? What are the potential positive negative and impacts on the town? If you do not support it, what is your alternative proposal?
5. Then, call on the government regulatory commission. What is your response to the proposals presented today? What would you like to see? What are the potential positive and negative impacts on the town of the proposed solutions?
6. Give each group five minutes to discuss what was said, and any alternative solutions and concerns.
7. Call on Mediburn, Inc. again. What is your response? If there are dissenting opinions, do you have an alternative proposal or would you like to propose your original proposal? Any other final thoughts. Call on the community members. Do you have any final thoughts? You have two minutes. Finally, call on the government regulatory commission. What are their thoughts? What will be done moving forward? What considerations went into this decision?

Debrief

1. Give each small group a change to talk about what happened in the town hall.
2. Ask the learners some questions to debrief the activity. Be sure to tie the town hall activity to the environmental justice concepts learned so far. Here are some suggestions:
   - How was this town hall similar to real life? How was it unrealistic?
   - For the speakers in each group, how did you feel acting in your role?
   - For the people observing, how did it feel to observe?
   - Which group did you identify with the most?
   - Are you happy with the decision made?
   - Do you think that the proposal was environmentally just? Why or why not?

Notes to facilitator: This activity requires learners to debate from multiple perspectives on an environmental justice issue. It might cause people to feel uncomfortable, and it is important to make space for folks to opt out. It is also crucial to debrief, out of character, at the end of this activity.

Your Ecological Footprint

Description: Group discussion on ways to reduce environmental impact	**Time:** 55 minutes
Location: Space to spread out when participants are feeling talkative	**Materials Required:** Paper for Trash Timeline, paper for Gallery Walk, writing utensils

Introduction (5 minutes)

1. Let the group know that you will be talking about sustainability. This is a complex topic, and although personal actions are discussed in these activities, the choices we make are a small portion of action need to make our country more sustainable – we also rely on corporations to change their practices, and increased government intervention.
2. Tell the crew that much of their ecological footprint is determined by how they spend their money. It is hard to find out what goes into something we buy. Something as simple as a pair of jeans is actually quite complicated.
3. Pass around and allow people to read the steps in the life cycle of a pair of jeans:
   - Cotton Production: This is the first stage in our product lifecycle. Farmers grow cotton in fields. Almost half the water that gets used in this entire life cycle is used during this step.
   - Transportation from Farm to Textile Mills: Cotton is shipped from the farm to a textile mill, usually the cheapest place for production, but not necessarily the closest to the farm locations, so a great deal of energy and fuel is used.
   - Fabric Production: At the textile mill, fiber is into fabric. Mills use a large amount of water, chemicals, and energy.
   - Garment Manufacturing: Then, jeans are manufactured by suppliers that cut, sew, and finish the products. Again, much water and chemicals are used in this step.
   - Transportation & Distribution: The jeans are transported and distributed to retail, online, and wholesale locations around the world. Energy and fuel are used to transport the jeans.
   - Consumer Use: Some of the largest environmental impacts happen at home. Consumers use resources to wash and dry the jeans.
   - Landfill: People get rid of clothes for many reasons: they don't fit, they don't look stylish, they're downsizing. Whatever the reason, when a consumer throws out a pair of jeans, they contribute to the 23.8 billion pounds of clothing that end up in a landfill each year.
   - Recycling: Many jeans are made to last many years, so instead of throwing them out, donating your jeans to Goodwill is a great idea. Then, someone else can reuse the jeans instead of a brand new pair going through this process.
   - End of Life: Although certain brands of jeans are built to last decades, jeans eventually do wear down and are not wearable anymore, and cannot be donated to a thrift store. Some brands of jeans are built to wear down in a matter of years.
   - Other Recycling Uses: When the jeans are too worn out to wear, there is still an option to recycle. There are innovative ways to sustainably repurpose recycled denim, for instance for housing insulation.

Gallery Walk (20 minutes)

Set Up

1. Around the area, put up or spread large pieces of paper with the following questions:
   - What are some ways you could reduce your own energy use?
   - What are some ways you could reduce the environmental impact of your food and water use?
   - What are some ways you could reduce the environmental impact of the things you buy?

Group Think and Write

1. Once all of the questions are displayed, each person will need a writing utensil. Give them ample time to walk around and think about the questions. They can add a response, from one word to a paragraph, and add a star or other symbol to responses they agree with.
2. When done, ask a volunteer to read out all of the responses to each question.
3. Ask each person to identify one thing on the list that they could do to decrease their impact. You could set a goal as well. This is a great thing to check in on during a stretch circle!

Trash Timeline (25 minutes)

Set Up

1. Create 10 cards or small pieces of paper that say the following things: orange and banana peel, cigarette butts, leather and wool, food wrappers and plastic coated paper, tin cans, aluminum cans, disposable diapers, monofilament fishing line, glass bottles, plastic bottles and Styrofoam. If you have time, you could draw an image of each.

Introduction

1. Let folks know that you will be talking about trash. Hand out one or a few of the cards to each person. Allow the crew to work together to try to put the items in order from shortest to longest decomposition rate.
2. When the crew agrees on the order of the time line, ask for some guesses on how long it takes each item to decay.
3. Here are the results, according to a USDA Forest Service study.
   - Orange and banana peel: up to two years. You might think that these items biodegrade quickly because they are natural, but they take a long time to break down. Leaving this food behind can attract wildlife and bring them closer to humans, which is dangerous for animals.
   - Cigarette butts: 1 to 5 years. As you walk around, you will find a lot of cigarette butts. Many people think that because they are paper and tobacco, they will quickly decompose, but there are many chemicals in a cigarette.
   - Leather and wool: 1 to 5 years. Sturdy items like this can take a long time to break down.
   - Food wrappers and plastic coated paper: 5 years. These items are some of the most common litter to find. They are also shiny which can attract wildlife to humans. Many paper plates and cups actually have a thin plastic lining which makes the decomposition rate much longer.
   - Tin cans: 50 years. Aluminum cans: 80 to 100 years. Disposable diapers: 450 years. Used diapers also release methane into the air.
   - Monofilament fishing line: 600 years. Fishing line can last for centuries in water systems. It is the leading source of wildlife entanglement.
   - Glass bottles: 1million years. It is one of the longest lasting materials.
   - Plastic bottles and Styrofoam: Studies vary. These items are not actually biodegradable, but eventually break down into smaller and smaller pieces. These tiny pieces can be harmful when ingested by wildlife or add up to a significant amount in landfills or in the ocean.

Debrief (5 minutes)

1. Ask the group, looking at this timeline, is there anything that surprised them? Are there things on this list that they throw out often? What are some ways we could cut back on the amount of trash we create?

Your Effects

Description: End of service guided reflection	**Time:** 20 minutes
Location: At service site	**Materials Required:** None

Group Walk (10 minutes)

1. Any time you wrap up a project is a great time to do a group walk. Guide the group to take some time there to think about the project, the time it took, the hard work put in.

Discussion (10 minutes)

1. Depending on the crew, you can lead the group in the following questions together in a group discussion, or independently on paper.
   - What was the most rewarding part of this project?
   - What was the most difficult part? How did you get through it?
   - How has your work affected nature?
   - What is one thing about this project that you will never forget?

Teambuilding Progression

Teambuilding activities can be used to get the crew energized after lunch, to build community and group bond, to provide challenges that require problem solving and creative thinking, and to just have fun. Depending on the stage of group development and the dynamic of the crew, teambuilding activities can be scaffolded in a progression. Start by getting the crew comfortable playing energizer games, and try to build in more get-to-know-you activities. If the crew is responding well to activities, you can facilitate low to medium risk JEDI activities, and might even get to dive into high-risk JEDI activities.

Energizer Activities

Blob Tag: Designate an area of play. Have the group line up on one boundary line. Object of a game is for group is to get from one side to the other without getting tagged. If you are tagged, you have to link on to the blob and help tag people. As the blob grows it must stay connected. To speed things up, you could also have the blob break into groups of at least three or four.

Clam Free: Designate an area of play. Select a clam digger (or two, depending on size of group). Everyone else is a clam. If a clam is tagged, they must stand still and yell for help. In order to reenter the game, two other clams must free the stuck clam by holding arms around the stuck clam and yell, "Clam Free!" If five clams can tag the clam digger at the same time, the clam digger is stuck.

Elbow Tag: The IT must tag the NOT IT, but the NOT IT can change fast. Before the game begins, set a defined area that will keep the game interesting. Divide the group into pairs or threes and arrange them in a circle with a few feet between each group. Have the individual groups link elbows. Select one person to be IT and one to be NOT IT (NI). IT chases NI around the inside and the immediate outside of the circle. If NI hooks elbows with one of the pairs, then the person on the opposite side of where NI attached becomes the new NI. If IT tags NI then NI immediately becomes IT and must tag the old IT who is now NI.

Dragon's Tail: Everyone gets a tail (bandana), and tucks it in the back of their pants. The object is to grab other tails without having your own tail taken. If your tail is taken, you're out. If you grab a tail, just drop it. Vary the game by having the tailless dragons stay in play, but having to stay in one place. Or have them keep the tails they grab. If their tail is then grabbed, they may stuff a captured one in their pants and keep going, until they have no tails left.

Hospital Tag: Tag everyone before you are tagged. This is a game of tag where everyone is it. Before the game begins, set a defined area that will keep the game interesting. Once a player gets tagged, they must place a hand (or bandage) on the spot that was tagged. After they have both hands occupied, they are allowed to tag with their feet—shoe to shoe only. Kicking and using the head to tag is not allowed. If they get tagged a third time, they must die a dramatic death and are out. The last person standing is the winner.

Monarch: The Queen/King is quickly adding members to the court; the last peasant alive wins. Before the game begins, set a defined area that will keep the game interesting. One person is chosen king or queen. They are given one ball and must try

to hit as many people with that ball as possible. As soon as a player is hit, they become part of the king's or queen's kingdom. Once the kingdom has more than two members, the person with the ball cannot move. They must throw the ball, move, and then get the ball passed back to them. This play continues until only one person is not part of the king's or queen's kingdom; they are the winner. No player that is not part of the kingdom can touch the ball at any time. Anyone in the kingdom can throw the ball at a non-kingdom member.

Get-to-Know You Games

Action Names: Get group into a circle. Have each participant say their name and give an action that represents their personality. After each person goes, have the group repeat the name and action. You can use motions, foods, animals, or anything according to the interests of the group.

Ball of Info: Members get to know one another through responses to general questions. Attach or write a variety of general questions that would be used to get to know a person to a beach ball. (Examples: Where did you grow up? How does your family celebrate birthdays? My favorite time of the year is ...) Have the group sit or stand in a circle and toss the beach ball around; make a point to let the group know that the ball doesn't like to touch the ground. Have everyone say their name and answer the question that one of their thumbs landed on. If the ball touches the ground, the responsible party has to recall the names and answered questions of a reasonable number of the preceding participants.

Bumpity Bump Bump Bump: With group in a circle, have one person in the middle. That person goes up to a member of the circle and says "left," "right," or "yours". That person must say the name of the person to the right, left, or their own respectively before the person in the middle says, "bumpity bump bump bump". If the person in the circle fails to say the correct name, they go in the circle and the person in the middle takes their place.

Bust a Move/Stretch Like This: The crew gets to know each other's names though name action association. The group stands in a circle. They introduce themselves and say, "My name is and I bust a move/stretch like this...." Then they show their favorite dance move or stretch; the whole group then imitates the move. Depending on the size of the group, the next person in line can repeat the names and actions of the last four people.

Group Juggle: Tossing the ball to everyone in the group defines the pattern, now try forward and back. Can you use more than one ball? Have the group start out in a fairly close circle, each person about an arm's length apart. The object is to get the ball to everyone in the group once and to start and stop with the same person. The person throwing the ball says, "Here you go, Chris." Chris would then say, "Thanks, Pat, here you go, Alex," as they catch and then throw the ball to Alex. The group should try and make this as seamless as possible with no drops. After this is completed, try it backwards, both the patterns and the names you are saying, "Thanks, Alex, here you go, tap." You can finish the challenge by going once forward and then directly into backwards.

Have You Ever?: With the group in a circle, stand in the middle and say, "Have you ever?" If a person in the circle has, they must switch with another person in the circle

that has also done whatever you said. The last person to switch is the new middle (you join the circle after the first "have you ever"). Encourage G-rated examples.

Whomp 'Em: Remember your members' names before your hand gets slapped. The group begins standing in a circle. Go around the circle having each member tell their name and choose a fruit or food, or something else that starts with letter of their name, such as Kiwi Kelly. Afterward, go around the circle one or two times and try to remember the names of all the members. Have each member hold their hand out in front of them with their palm facing up. Have one person begin in the middle as the IT. Someone starts by saying the name and the food of another person. The person whose name was said has to say the name and food of a different person before the IT can tag their hand. If someone is tagged, they become the IT and move into the center.

The Winds are Blowing: Participants get to share responses to predetermined questions, while finding out information about their fellow members. Set up a circle of markers with one less marker than the number of people in the group. The facilitator begins by standing on a spot marker in the middle of the circle explaining the parameters. Whenever someone ends up in the center, they will say their name and answer three pre-determined questions. (i.e., What is your favorite breakfast food? What kinds of music do you listen to most often? What is your greatest fear?) After the person in the center answers the questions, it is time to switch places. In order to switch places, the person in the center says, "The winds are blowing for anyone who has three brothers, ate cereal this morning," etc. Anyone to whom the phrase applies must leave their spot marker and find a new one. The center person is also trying to find a new spot. Participants cannot move to spots directly on either side of the one they were previously occupying. If there is a repeat person in the middle they can call "shuffle" or "blender", and everyone will move to a different spot. Another alternative is they can do a "Wheel of Fortune" spin and point to the next person to be in the middle. The person in the middle can also dictate how the group will move, such as hopping or crab-walking. After everyone has been through the middle, ask everyone to remember one thing about someone else in the circle. Have everyone share, and move on.

Easy Teambuilding Activities

Hi, How're Doin'?: Working with cloths covering their eyes, the group must return to a set order with nothing but voice recognition as guidance. First the facilitator must explain bumpers. (Each person puts their hands out in front of their chest with elbows slightly bent. If contact is made with another person's hands, they touch and move on. No pushing.) The entire group puts on blindfolds and is put in a circle by the facilitator. One person starts and says to the person on their left, "Hi, how're you doing?" The person to the left of the speaker responds, "Fine, thanks." This trend continues until the whole group has gone through the speaking progression. Next, the bumpers come up and the group mingles around without words. Care should be taken to keep the group in one central area. Safety should be discussed first. After a short time of mingling, the group must get back into the same circle they started in. The only words they are allowed to say are, "Hi, how are you doing," and "Fine, thanks."

Continental Divide: Have group stand in a straight line. Tell them that their shoes are fused to the persons' shoe to their right and left. In this formation, have the group move from point A to point B. If anyone disconnects shoes, everyone comes back to the start.

Petri Dishes is a variation in which you have the group rubber band their feet together with postage rubber bands. Have them travel across a series of Petri dishes (hula hoops) to the other end. The amoeba can only touch the Petri dishes.

Diminishing Load: The group has to get from one line to another. If you are crossing you cannot touch the ground in between the lines. If you carry someone across, you have to be the next person to be carried. The last person can walk across.

Justice, Equity, Diversity, and Inclusion Activities

Justice: Dismantling barriers to resources and opportunities in society so that all individuals and communities can live a full and dignified life. These barriers can be described as the "isms" in society, for example, racism, classism, and sexism.

Equity: An approach that ensures everyone is given equal opportunity; this means that resources may be divided and shared unequally to make sure that each person can access an opportunity. Equity takes into account that people have different access to resources because of system of oppression and privilege. Equity seeks to balance that disparity.

Diversity: The unique differences among individuals in a group based on which we may be treated differently in society. Ethnicity is not the only way in which we are diverse as a group. There are countless visible and invisible facets of diversity. Furthermore, a person cannot be "diverse" (as in "diverse candidate").

Inclusion: Embracing, leveraging, and celebrating the strengths of our diversity and ensuring everyone feels welcomed and valued for who they are. Inclusion is not merely tolerating differences or overcoming differences to focus on "our common humanity." Diversity is what we are, and inclusion is what we do.

Cultural competence: is the ability to interact effectively across various facets of diversity, to flex with differences. Cultural competence is what we need to be inclusive. It requires (1) being self-aware of your own culture, assumptions, values, styles, biases, attitudes, privilege, etc.; (2) understanding others' cultures, assumptions, values, styles, biases, attitudes, privilege, etc.; and (3) based on this knowledge, understanding your potential impact on others and interacting with them in a situationally appropriate way for greater effectiveness and inclusion.

Privilege: The access to resources a person has, consciously or not consciously, by virtue of being part of a dominant group in society. It is the freedom from stress, anxiety, fear or harm related to your identity.

Unconscious Bias: Unconscious, subtle, involuntary assumptions or judgments we make every day based on our prior experiences and culture.

Genderqueer: A person's gender identity or gender expression that does not align with the gender binary (male and female).

Agender: A person who does not identify themselves as having a particular gender.

Transgender: A person whose gender identity (and sometimes expression) does not align with the sex they were assigned at birth. Trans* is an umbrella term that refers to various different ways that people transgress gender norms.

People of color: include those who do not identify as only white under the current U.S. Census ethnicity categories. This is the preferred and most inclusive term, currently.

Disability: A mental or physical difference that limits a person in everyday activities. Increasingly, disability is being discussed as a social construct, meaning that physical and mental norms are arbitrary from which we then determine what is different or what is a disability.

Microaggressions: Subtle, often unconscious everyday behaviors that often unintentionally denigrate someone from a historically marginalized or non-dominant group. They are small, but if experienced chronically, a person can feel "death by a thousand tiny cuts."

Justice, Equity, Diversity, and Inclusion Activities

Activities for creating an inclusive environment for our members

TOSS AND SURVIVE

Time:	Risk/trust level:
20 minutes	Low to medium

Materials Required:
Socks, newspaper or soft objects.

Objective: This activity is an active and engaging way to introduce the concept of inclusion (especially with a younger group). It works well with rolled up socks (preferably clean!), crumpled paper, or snowballs.

Facilitation: Have the group circle up. Each person gets two balls.

Say: "You each have two balls in your hands. If a ball hits you, you die. The goal of this activity is to be alive at the end of 30 seconds. Go!" Now count to 30 seconds out loud and you'll probably see an all-out snowball fight. If that happens, do it again and again until the group realizes that the best way to survive is for nobody to throw their balls.

Ask:

- "To those who immediately attacked, why did you do it?"
- "To those who ran away, why did you do it?"
- "To those who held their balls, why did you do it, and what did it feel like to not throw them?"
- "What were your assumptions about this game?" (Usually, assumptions include that the game was competitive, that it meant there were winners and losers, and that folks couldn't collaborate or communicate)
- "What can these balls represent when you're on a field crew with a group of people?"

Say: "This is the ultimate metaphor for inclusion. Think of these balls as things we do that make people feel excluded. Though for the thrower it feels like throwing snowballs or paper, for the target/victim it can feel like a rock. Imagine how much more inclusive it would be if you didn't react based on a knee-jerk and hurl your snowballs. Then everybody could win!"

Notes: Let people know that this game includes throwing things at each other; in some cases, this can serve as a trigger for some who have experienced physical violence. Tell members the directions, and say, "if you'd like to play the game, go get two balls." This opt-in makes it easiest for people to not participate. Additionally, because this simulates the feeling
of exclusion, know that it can bring up negative feelings for those who feel exclusion or marginalization on a daily basis.

SLOWING DOWN KNEE-JERK REACTIONS

Time:	Risk/trust level:
10-30 minutes per activity.	Low

Materials Required:
Paper or whiteboard

The point of these activities is to introduce members to the concept of knee-jerk reactions, how they are informed by our experiences, and how they can influence that way that we interact with one another.

Below are four different short activities you can run to address knee-jerk reactions. These activities can be useful early in a course to mitigate knee-jerk reactions when getting to know each other.

Set up: Pretend we are all walking around wearing glasses that are all tinted a different color, and that the lenses on these glasses were formed from our own unique background, culture, life experience, values, etc. This means no two of us may see something exactly the
same way, and that these glasses can sometimes cause us to interpret things in the wrong way.
These are called perceptions, and when we react to these perceptions without thinking about it we may react in the wrong way—this is called the knee-jerk reaction.

Knee-jerk reactions happen a lot with cross-cultural conflict, when two people with very different values, beliefs, experiences etcetera see something differently, and have knee-jerk reactions. The key is to slow down our knee-jerk reactions and try to take those glasses off for a moment (which is called checking our assumptions). This series of activities explore some of our knee-jerk reactions.

Facilitation: Say: I am going to say a word; you will repeat it with me six times rapidly. I will then ask you a question. "Folk. (group repeats six times) What do you call the white of an egg?" (many will say "yolk"). Ask them the question two to four times until they realize they have answered incorrectly. Try other options below: "Roast. What do you put in a toaster?"; "Shop. What do you do at a green light?" "Silk. What do cows drink?"

Debrief: "I have very quickly have programmed you by repeating a word several times. Your selection of a word that rhymed was a knee-jerk. It is really tough to stop these reactions. What you can do is slow down your action until you have had enough time to check your assumptions." Ask members how we may experience to programming in our daily lives. Examples can include stories told through media (news & entertainment), stories reified through our experiences, or other ideas members come up with.

Notes: Be sure to tell members that this phenomenon is not their fault, but it is something we should all be aware of.
Members who feel like this is too much of a "gotcha" game may be resistant to learning the lesson at hand.

1. Triangles: Write the following on a white board, pieces of paper, etc. without showing the group. Now show the group and ask a volunteer to read what's on the board. Move to another person and ask them to read what is on the board. If they miss the duplicate works, ask another person. Keep doing this until someone actually reads the duplicate words.

Debrief: Ask why members think people missed the duplicate words. Gather all ideas. Ultimately, our brains want to make sense of information, so sometimes there is a disconnect between what people see and what they think they see. Ask members how this might impact the way we interact with one another. Some answers may include: we assume certain things about people based on small amounts of information (we assume a person's gender identity based on their gender expression, we assume someone's class based on their race, etc.).

Notes: Same as the "Programming" activity, be sure to remind members that this is how our brains are wired; there is nothing to be ashamed of, but we should be aware of our knee-jerk reactions. Additionally, this can be stressful for people who get very nervous reading aloud, especially those with learning disabilities. Be aware that asking as member to read aloud can cause a lot of stress; this is best if people volunteer to read aloud.

2. I won two for you: Tell members to write the following words down. "I won two for you." Write your words and show the group. Go through each of the above words and ask what alternatives people wrote (e.g., I, eye, aye; won, one, 1; two, to, too, 2; for, four, r, fore; you, ewe.) Ask what just happened and let participants identify perception differences as the issue.

Debrief: We can all hear the same words but interpret them differently, even if we all speak the same language. Ask members how this phenomenon might that translate to our experience together in the field? Examples can include different comfort with backcountry living, with trail building tools, different risk tolerances, etc.

Notes: This also asks members to use reading-writing skills and can invoke some anxiety. This is mitigated in the activity structure itself because everyone has their own paper, but be aware that members may still feel nervous to share their spelling.

3. Palm to palm: Say: "Stand up and line up in two rows facing each other. Plant your feet firmly on the ground. Raise both hands and place them palm-to-palm with your partner at shoulder right. To win this game, you have to make your partner move his/her feet within 30 seconds. Ready? Start!" After 30 seconds stop the activity. Ask participants to share ways they got their partner to move. Ask winners and losers to raise their hands. Now ask for a volunteer. Assume position and say quietly "let's dance." Hum a tune and move your feet together. Say: "The directions simply were to get the other person to move his or her feet. There were no restrictions on moving your own feet or communicating."

Debrief: "What were some of your assumptions?" Assumptions can include: there was only one way to get your partner to move their feet, there was only one winner in each pair, this was a competition, you couldn't communicate. If you checked your assumptions, you could work together more effectively and both of you could win.

Notes: Be aware that this can encourage some groups to get really physical with each other; use your judgement in framing the activity and give appropriate ground rules. Also, because of the physical nature of the game, be sure to give members the explicit option to opt out if being touched is not ok with them.
Adapted from "A 'Jolt' of Reality" activity, 52 Activities for Exploring Values Differences, Stringer and Cassiday (2003)

Summary: This series of activities is a fairly benign way to enter into a conversation about how our different identities and experiences can create knee-jerk reactions. This conversation has the potential to get much deeper if you want it to; use your judgement in how deep your drive that conversation.

OUTSIDER STORIES

Time:	Risk/trust level:
20-45 minutes	Low to Medium

Materials Required:
Paper or whiteboard

Objective: This activity aims to explore how we have all experienced being an outsider at one time or another. It helps build empathy and show how exclusion can happen in many different ways.

Facilitation:
Say: "Sometimes the only way to truly understand what a word like 'inclusion' means is to figure out what it doesn't mean."

Ask: "What is the opposite of inclusion? (Exclusion!) "So now we're going to explore what it feels like to be excluded." Break into small groups of 3-4.

Say: "Share the story of a time you felt like an outsider. Talk about (1) what it looked/sounded like (from the perspective of a fly on the wall observing the situation) (2) what it felt like (both emotionally and physically, e.g., if you felt a knot in your stomach), and (3) how you responded to it." (If you can, write these three questions so people can see them.) After about 10 minutes, have the groups report out with a list of all the words that crop up under three categories (they don't need to share the stories specifically).

Your list will look something like this.

Looks/Sounds:
- A circle of people with me outside it
- People speaking a different language
- People whispering and looking at me funny

Feelings:
- frustrated
- lonely
- confused
- sad
- angry

Response:
- ran away
- became more friendly
- assimilated
- lashed out

Debrief:
- **Ask:** "What can you say about the looks and sounds of these outsider stories?" (discuss) **Conclude:** "~~The looks and~~ sounds of exclusion are typically subtle and people usually don't intend to make you feel like an outsider.
- **Ask:** "What can you say about the feelings of being an outsider?" (discuss) **Conclude:** "The feelings are ~~quite~~ profound and deep. Distinguish intent versus impact here—the intent might be innocent, but the impact is negative."
- **Ask:** "What can you say about your responses to the outsider situation?" **Conclude:** "Reactions/respons~~es usually~~ are varied— some people run away and some become very friendly. This means you can never tell by a person's behavior whether they are feeling like an outsider, so the only thing we can do is ask!"
- **Ask:** "Why did we just do this activity?"
- **»Conclude:** "By getting you all to reflect on what it felt like to be an outsider, you can build some empathy for others in this group that might be feeling that way too, for completely different reasons."

Notes: This activity does not address power dynamics and the conditions under which people experience exclusion; it is designed simply for people to build empathy around the feeling of exclusion. A person with many privileged identities may struggle to think of an outsider story, or may think of a story where they intentionally sought out an outsider experience (most often through traveling). People with marginalized identities, on the other hand, may share an experience where they unwittingly felt like an outsider. You can ask a deeper follow up question, "did you feel like you could avoid your outsider experience, if you wanted to?" This will open up a conversation about how our outsider experiences may be shaped by our identities. This conversation requires more trust in a group and can be a good segue into a deeper conversation about power structures. Be sure to give ample time to debrief the conversation about how a person's identity influences their experience. A good follow up activity to this can be Identity Signs.

IN/OUT OF THE BOX

Time: 30 – 60 minutes	**Risk/trust level:** Medium
Materials Required: Paper, pen	

Objective: To get participants to think about how society tells us what we are and how we transcend the box society puts us in.

Activity: Draw a box on a sheet of paper that takes up about half of the page. Ask members how society portrays women/men. All of their responses should be written on the inside of the box. Give members ample time to think and respond. Once you feel you have gotten a good amount of responses, ask members the qualities of themselves or women/men they know.

Debrief Questions: Discuss how what is inside the box is different and similar from what is outside of the box. Be sure to let members know that it is okay to adhere to some of the qualities that society imposes upon them (i.e. enjoys wearing dresses). The important lesson is that a person should not be defined by the qualities society imposes on them because of their identity.

Variations: You can do this activity with different identities—race, sexuality, etc.

IDENTITY SIGNS

Time:	Risk/trust level:
30-45 minutes	Medium to High

Materials Required:
Signs to hang around room/camp

Objective: This activity explores how our identities shape our experiences. It allows us to see how people experience the world differently, based on their identities. It is also a bridge into the concept of privilege because it illustrates how some people have to think about some identities frequently while others do not.

Facilitation:
Prep: Hang up or spread out identity signs on the ground. We suggest: race, class, gender identity/expression, religion, national origin, immigration status, sexuality, and ability.

Say: "I will read a series of questions; choose an identity that best answers the question by standing next to the sign. If you do not wish to answer the question you can stand in the middle, or discretely between signs. This activity may make you feel uncomfortable; if you are so uncomfortable that you no longer are able to learn, feel free to leave the activity."

- The part of my identity that I am most aware of on a daily basis is…
- The part of my identity that I am least aware of on a daily basis is…
- The part of my identity that was most emphasized while growing up was/is…
- The part of my identity I wish I knew more about is…
- The part of my identity that provides me the most privilege is…
- The part of my identity that I feel is most misunderstood by others is…
- The part of my identity that is most difficult to discuss with others who identify differently is…

Debrief: After each question, ask is anyone would like to share the experiences that led them to select a particular identity in response to the prompt. Have participants explore with their neighbors the similarities or differences for standing where they are—everyone has their own stories.

Finally, ask how this is related to their interactions at SCA. Hopefully they will talk about how it was surprising that some of their peers have to think about aspects of their identity every day that some of them never have to think about, which can help you bridge into a conversation about privilege.

Notes: This activity requires the facilitator to have a good sense of the group's trust level. The first four questions are a good start. Gauge the group's willingness and readiness to continue. If you just ask the first four questions, it can be helpful to sum up the conversation is by saying that privilege, in part, is the ability to not have to think about a particular identity. Alternatively, those who have marginalized identities often have to think about them often. Be aware that this activity can bring up a range of emotions for people, regardless of their experience with privilege or oppression. Give space for participants to express themselves. At the end of the conversation, ask, "given different people's identities and experiences, how might being inclusive be important? How can we work toward being even more inclusive?"

POLICIES & PROCEDURES

Chapter 4 Policies and Procedures

Revised on 1/1/2022

In this Section

Policy Framework

Purpose

The operational policy and procedures set forth in this document are designed to support field leaders, staff, and site supervisors in delivering SCA's mission. The policies and practices within this field guide establish the minimum safety requirements for SCA position design and management. These are minimum standards that must be applied to help ensure the safest learning and service environments reasonably possible. Each field leader and supervisor is expected to be versed and knowledgeable in all SCA policy and procedures that relate to their role, including those outlined in this field guide.

SCA operational policies within this document are nationally consistent directives, wherein application is mandatory. SCA operational policies apply to all participants, leaders, staff, site supervisors, visitors, and volunteers throughout all program activities and service work where personnel are under the supervision and care of the SCA organization and SCA personnel. These situations include but are not limited to, staff training, and team-based positions such as Community, National Crew & Corps, and Residential Corps program models.

Acknowledgements

This framework and the policies and procedures within could not have been articulated without the aid of industry leaders and groups. An appreciation of gratitude is extended to the organizations and individuals whose work influenced or contributed to this manual, including: Outward Bound USA (OB USA), the Outdoor Education Group (OEG), the National Outdoor Leadership School (NOLS), City Kids, SCA sponsoring physician Dr. Seth Hawkins, SCA advising mental health therapist Gary Robinson and P3, SCA consulting counsel Frances Mock, and Dr. Clare Dallat and Risk Resolve.

Duty of Care

Field leaders, staff, and supervisors have a responsibility to exercise a reasonable duty of care to all participants who take part in an SCA position or program. This duty entails reasonable responsibility for members' wellbeing within the scope of qualifications and skills for the role in which they serve. Field leaders and staff's scope includes participants' reasonable protection and care from foreseeable harms and maintaining confidentiality around medical conditions and information. Field leaders and staff's responsibility to provide personal and sensitive information is only to staff who 'need to know', medical professionals, and authorities as the law requires.

Field leaders, staff, and supervisors' responsibility begins before the start of a program or position and extends throughout the duration. This responsibility entails identifying and assessing hazards and implementing reasonably appropriate safety management plans. Risk assessment matrices are provided throughout this document and are expected to be thoughtfully and proactively completed. These matrices serve as prompts to enable hazard identification and risk assessment, and documentation of thinking and planning. Additionally, safety management plans will include a safety briefing that identifies hazards and strategies to reasonably manage those hazards, including the proper selection and use of safety equipment and expectations around supervision.

Mandated Reporting

Field leaders and staff who are defined as mandatory reporters by state law are responsible for clearly and promptly notifying participants of their status as such. Any suspected, witnessed, or reported child abuse or neglect is required to be promptly reported both internally and to external state authorities, according to state guidelines.

SCA & Partner Organization Standards

SCA recognizes the nuanced and varied circumstances and contexts in which SCA programs and positions operate. In many circumstances, service work and program activities may fall under both SCA and partner organization policies. Unless partner and SCA policies conflict, both must be complied with; field leaders and staff do not have the authority to pick-and-choose which policy is more suitable or relevant. Under the rare circumstance that a partner organization and SCA policy conflict, leaders and staff will uphold the immediate safety of personnel in their charge and will also promptly report the policy conflict to their supervisor or other SCA leadership for immediate direction and further review.

Definitions

Policy – a mandatory directive in place to regulate, frame decisions, and guide actions. Adherence to policy is required unless circumstances indicate following policy could lead to unacceptable risk. Lack of adherence to policy may result in disciplinary action up to and including, termination. The term *will* is used to communicate policy.

Procedure – a plan of action informed by and consistent with approved policies and preferred practices. *Background*, *Prevention*, and *Safety Briefings* components within each policy section are used to communicate procedures.

Resource – a technical reference outlining best-practice or guideline to aid in risk assessment, decision making, and compliance with policy and procedure.

Personnel – an umbrella term, referring to SCA staff, leaders, and members.

Staff – personnel employed to manage, coordinate, or lead SCA programming.

Position Supervisor – The SCA staff person responsible for overseeing and supporting the leaders and members involved in a position.

Members – participants of SCA programming, including SCA employed, partner employed, or volunteers.

Minor Members – participants of SCA programming under 18 years of age.

Leaders – SCA personnel who lead crews or projects as a part of SCA programming.

Program – A position, project, activity, or situation comprising SCA operations, implemented to meet the mission and goals of the SCA organization.

Backcountry – a program context in which professional and state regulated Emergency Medical Services (i.e., EMS) is one hour or more.

Frontcountry – a program context in which professional and state regulated Emergency Medical Services (i.e., EMS) is less than one hour.

1. Professional Standards

General Professional Standards

1.1 SCA projects and activities will conform to federal, state, and local laws and regulations, including partner agency regulations and policies.

1.2 SCA activities and projects will only occur for policies which exist.

1.3 Staff will acknowledge that they understand and will follow the operational policies and procedures outlined in the SCA field guide.

1.4 Staff will review the applicable policies and procedures prior to undertaking any program project or activity.

Professional Ethics

1.5 Staff will refrain from actual or apparent conflicts of interest.

1.6 Staff will not use or reproduce SCA proprietary material without authorization.

1.7 Staff will limit personal beliefs and political opinions in their representation of the SCA.

1.8 Harassment or discrimination of any member or staff on account of sex, age, race, national origin, religion, physical or mental ability, material status, or sexual orientation by another member or staff will not be tolerated.

Alcohol, Tobacco, & Substance Use

1.9 Members and staff will not use, possess, sell, trade, and/or offer for sale illegal drugs, or intoxicants. They may choose to consume alcohol after work hours and off program time during their term of service with SCA.

1.10 SCA understands that adults of legal drinking age may choose to consume alcohol after work hours and off program time during their term of service. Alcohol use on SCA programs is a privilege, not a right, and may be revoked or limited at any time for safety, inclusion, or management reasons. Alcohol will not be:

- consumed by personnel under 21 years of age,
- used when prohibited by partner, local program, or facility policy,
- used if use infringes on the experiences of others,
- used if it negatively affects performance,
- used during a field-based hitch,
- excessively consumed (i.e., partying, coolers, kegs of beer, etc.),
- purchased by program funds of any kind (e.g., cash or credit)
- influencing drivers during SCA vehicle operations (*see* Transportation policy).

1.11 Regardless of state or local laws, members and staff will not use, inhale, or ingest marijuana on SCA programs, in SCA or partner housing, accommodations, or facilities, or vehicles used for SCA purposes. Exceptions include circumstances in which members or staff are medically prescribed marijuana and cleared as part of pre-program medical screening.

1.12 Members and staff will not use prescription medications for which they are not authorized.

1.13 Tobacco use, including chewing, smoking, or vaping, will be pre-approved by the position supervisor, and will only be used during break and down time.

1.14 SCA branded clothing patches, stickers, etc. will be removed or covered when using tobacco.

Firearms & Personal Weapons

1.15 Members and staff will not possess, use, or store firearms on their person, property, or SCA property while participating in SCA programming. Exceptions include pre-approved firearms in bear country (*see* Environmental Hazards).

1.16 Members and staff will not possess, use, or store knives larger than a pocketknife on their person, property, or SCA property while participating in SCA programming.

Socialization

1.17 Staff will ensure members understand that neither members nor leaders will participate in exclusive or romantic relationships.

1.18 Leaders will not participate in exclusive or romantic relationships with SCA staff or SCA partner contacts.

1.19 Staff will socialize with minor members outside of SCA programming only under circumstances involving organized SCA group activity and parental notification and approval.

Social Media

1.20 Staff and members will not post material or content contradictory or in conflict with SCA statements, messaging, publications, or website.

1.21 Unless authorized to do so, members and staff will avoid the appearance of speaking for SCA or SCA's partners.

Staffing

1.22 Staff will only lead member populations, conservation service work, and program activities for which they are qualified.

1.23 Staff will maintain a current and valid 16-hour first aid (FA) or wilderness first aid (WFA; or equivalent) and CPR certification.

1.24 A certified wilderness first responder (WFR; 80-hour course or equivalent) will supervise each backcountry-based crew.

Supervision

Definitions
Direct Supervision – Members within sight *and* sound of a staff person.
Indirect Supervision – Members within sight *or* sound of a staff person.
Remote Supervision – Members assessed and authorized to work or travel independently, under a frequent, pre-determined, and regular check-in schedule with a staff person or site supervisor.

General Supervision

1.25 The following minimum staff to member ratios will be followed:
- One staff to six members
- Exceptions include:
- During evacuation or other emergencies requiring the group to divide,
- The Residential Corps Hudson Valley Program will follow one staff to ten-member supervision ratio.

1.26 Members will be under direct supervision at the beginning of a program, until staff determine their proven ability and reliability to participate in safety management policies, procedures, and practices.

1.27 Members will be taught Lost & Alone protocol suitable to the program context within the first 24 hours of a program (*see* Incident Management chapter).

1.28 Staff will be in position to quickly intervene when:
- the consequence of members not following instructions may result in:
  - loss of life,
  - life-threatening injury,
  - becoming separated from the group,
  - significant damage to property
- staff assess group dynamics or culture to be inappropriate, unhealthy, or unsafe,
- terrain, weather, or other conditions exist that are more difficult than previously experienced or more difficult than members have previously demonstrated the capability to manage,
- during project work, adventure, or program activities with inherent risks and significant hazards (i.e., steep terrain, river crossings, mechanized/heavy equipment use, etc.)

Supervision of Minor Members

1.29 Minor members will be within direct supervision during all practical situations throughout a program. Examples of impractical situations include when:
- Members require personal privacy, such as going to the bathroom,
- Members require personal wellness break, such as taking a short "time-out,"
- A brief logistical chore such as getting water or wood.

1.30 Staff will reasonably avoid situations where they are alone with a minor, and instead create situations where they are within sight or sound of other leaders or adults, or situations where they are supervising groups of minors at a given time.

Remote Supervision

1.31 At a minimum, members will be trained and assessed for technical skill competency, appropriate group culture, judgement and decision making, and emergency response and communications prior to entering remote supervision status.

1.32 Frequent and regular check-in schedule will be determined prior to entering remote supervision status.

1.33 Partner organization and site supervisors will demonstrate suitability and adequate understanding and adherence to SCA policy and protocol prior to supervising (either direct or remote) SCA teams without the direct supervision of SCA staff.

Indirect & Remote Supervision During 'Down-Time'

Definitions
Down Time – Designated or undesignated times which crew members have to themselves during a program (e.g., periods of rest, personal-time, after-hours activity, and evening time).

1.34 Appropriate supervision levels and ratios will be maintained during down-time.

1.35 Staff location will be known to members, and staff will be available to monitor and respond to emergencies, social/emotional wellbeing, and group culture during down-time.

Staff Role for Off-Duty Activities

Definitions
Off-Duty – Designated times or days which are not part of SCA programming (e.g., visiting home or friends after hours, weekends, holidays, or breaks).

Background & Prevention
Some SCA programs are long and provide for breaks, such as weekends, holidays, and in between hitches. Members and staff should utilize this "off-duty" time to recharge and prepare to return to the program. In preparation for off-duty times, staff should advise members to enjoy themselves, be responsible, and appropriately represent the SCA. Staff may advise members to establish a good plan for themselves and to select off-duty activities appropriate to their skills and abilities, such as packing any essential items. Members should inform staff of their intended itinerary, contact information, and the expected return and/or check-in time. Staff should not, however, plan their trip for them, join an off-duty trip to "guide" or otherwise lead them, or loan any technical equipment such as harness, rope, canoes, PFDs, etc., that could compel them to do something they would not otherwise do.

1.36 Minor members will be under the supervision of either SCA staff or parents/guardians, or their designee, during designated off-duty times.

1.37 Use of program equipment, including vehicles, radios, GPS, etc., will be pre-approved by the Position Supervisor.

1.38 Staff will not guide or lead off-duty activities.

1.39 Communications and travel plans will be shared and communicated prior to "off-duty" designated time. Exceptions include commuting-based positions.

Member Wellbeing

General Member Wellbeing

1.40 Staff will monitor members' well-being, including:
- adequate and sufficient hydration, nutrition, medication use, and self-care,
- hygiene and sanitation,
- the ability to adapt to the rigors and environment of the program physically, socially, and emotionally.

1.41 Leaders will facilitate frequent and regular group and individual check-ins, including documenting health and wellness logs.

1.42 SCA personnel will honor a members' or another staff person's assertion of gender identity and make available every reasonable and practical accommodation or corresponding access to facility or privacy, including for gender neutrality.

Medical Clearance

Background

Health review and clearance are essential steps in preparing participants and staff for the realities and contexts involved in SCA programs. After a medical history form is submitted, pre-program screening is conducted to support appropriate program selection, identify appropriate and reasonable accommodations, and for members and staff to gain familiarity and knowledge. These steps ultimately help staff establish expectations of a member's individual needs and preferences and for members to understand and accept the program context for the position they will serve.

Once a program begins, new medications or conditions can become apparent, prescribed, or realized. Re-screening members' medical and psychological histories as new information becomes relevant, such as learning of a previously undisclosed medication or pre-existing condition, helps to ensure members are appropriately placed, and staff and Position plans are adequately prepared. Depending on the situation, this process may include a member exiting the field for a short period or the duration of the program. Program staff, risk management staff, and SCA's consulting physician and mental health advisor are all consulted during medical re-clearance.

1.43 Members and leaders will complete and submit a medical form for review prior to each new position.

1.44 Members and leaders will be medically cleared for field service prior to each position's commencement.

1.45 Prior to each position's commencement, the position supervisor and staff will review members' medical forms to be aware of and make reasonable accommodations, including:
- dietary restrictions
- prescription and non-prescription medications,
- allergies,
- pre-existing illness, physical conditions, and/or psychological conditions,
- social and learning abilities and traits,
- swim ability.

1.46 Members or staff returning to programming after exiting for medical or psychological reasons will be re-screened prior to returning. Components of re-clearance may include:

- Doctor's and/or medical professional's recommendations
- Advice from SCA medical and mental health advisors
- Advice from SCA program staff
- Field readiness and suitability determination from the member or member's guardian (if under 18).

Undisclosed Medications and Pre-existing Health Conditions

1.47 Medical forms will be updated to reflect newly disclosed or developed conditions or medications after program start. Under these circumstances, members will undergo SCA's medical review and clearance process.

Medications

1.48 Early in a program staff will confirm member medications, including dosage, schedule, quantity, or expiration date.

1.49 Discrepancies from medication information disclosed prior to the program and newly discovered but previously undisclosed medications will be immediately reported to the position supervisor.

1.50 If prudent to ensure correct management, staff will hold and administer or help administer medications to members 18 years old and over.

1.51 Members will carry the lifesaving medications which they are prescribed (e.g., epinephrine, insulin, and asthma inhaler).

1.52 Over-the-counter (OTC) medications will be administered according to the label or a physician's directive.

Medications for Minor Members

1.53 To ensure correct management, staff will carry, safe-guard, and administer medications to minor members at the prescribed times and dosages. Exceptions include:

- Lifesaving medications requiring immediate use (e.g., epinephrine or asthma inhalers),
- Low-risk medications (e.g., birth control or topical skin creams).

1.54 Medication and health logs will be documented and maintained daily.

Emergency Planning & Preparedness

General Emergency Planning

1.55 Prior to the commencement of any SCA position, staff will complete an Emergency Response Plan (ERP) and review with the position supervisor.

1.56 In the event of an emergency a Field Incident Commander (FIC) will be appointed.

1.57 A regular and frequent check-in and communications schedule will be pre-determined and documented in the position's ERP (e.g., check-in every 12 hours, etc.)

Emergency Equipment

1.58 Throughout all aspects of programming field staff will carry:
- The SCA field guide, including policies/procedures and position emergency call guide
- Emergency Response Plan (ERP)
- SOAP note forms
- The group's field communications device (e.g., cell phone, radio, PLB, satellite phone, etc.)

1.59 Each crew will carry
- First aid kit
- Drug kit, including epinephrine delivery devices and a copy of SCA's anaphylaxis protocol:
  - Frontcountry: one autoinjector per crew
  - Backcountry: one autoinjector per six participants
  - Residential: one autoinjector per field staff member.
- Field communications device (e.g., cell phone, radio, PLB, satellite phone, etc.)
- Environment appropriate clothing and additional layers
- Extra food and water
- Flashlight/head lamp & spare batteries, or other artificial light source relevant to the environment

First 24 Hours

1.60 Within the first 24 hours of programming field staff will teach the following emergency protocols:
- Lost/alone protocols
- Location of first aid kit
- Location and content of Emergency Response Plan (ERP)
- Location and use of field communications device

2. Conservation Service Work

General Conservation Service Work

The following policies apply to all conservation service work and projects:

2.1 Conservation service work will only occur for which SCA policies exist.

2.2 Conservation service work will be pre-approved during the program design and planning stages, and will comprise a position's work, service, and/or program plan. Pre-approval will consider position description, relevant service agreements, job description, personnel experience and qualifications, position supervisor and risk management department input.

2.3 Trainers and training curriculum will be pre-approved and meet industry standards.

2.4 Members and staff will not assist or participate in explosives work or service.

2.5 Members and staff will not assist or participate in any law enforcement work.

Conservation Service Staffing

2.6 SCA staff leading conservation service work will have prior training, experience, and demonstrated ability in that project or skill.

2.7 SCA staff will not lead conservation service work for which they are not hired. Partner organizations and external services and professionals will be pre-approved to lead and directly supervise these projects or skills.

2.8 SCA supervising staff will participate in all discussions regarding hazard assessment and decision making when partner organizations lead conservation service project work.

2.9 Responsibility for supervision of minor members will take precedence over staff participation in conservation service.

Conservation Service Supervision

2.10 Members will be under direct (sight & sound) supervision and receive adequate and appropriate training prior to employing a tool, technique, or participating in project work for the first time within each new position.

2.11 Members will be under indirect (sight or sound) supervision only after proper technique and appropriate use is demonstrated.

2.12 Members will only be under remote supervision after tool selection and use is demonstrated at a mastery level, including hazard identification and safety management planning, and proficient contingency and emergency protocols observed.

Standard Safety Briefing

2.13 A safety briefing will be conducted prior to any tool/equipment use or service project activity, including:

- Proper tool selection, use, and maintenance,
- Proper PPE selection and use,
- Proper body mechanics and prevention of repetitive use injuries,
- Site awareness and environmental hazards (e.g., widow-maker trees, public route & protection, operator visibility, terrain, weather, underground, etc.)
- Group management and communications (e.g., spacing, spotters, hand signals, whistle blasts, etc.)
- Contingency plans, including spotters, egress/escape, chemical spill, tool/equipment failure, etc.
- Appropriate operator and group communications plan (e.g., spotters, hand signals, whistles, etc.)

Tools, Equipment, & PPE

The following policies apply to all tools, equipment, and PPE used during any conservation service work and projects:

Definitions

Personal Protective Equipment (PPE) – equipment worn to minimize exposure to hazards that cause serious workplace injuries and illness. Examples include hardhat, safety glasses, ear protection, long sleeve shirts, long pants, work boots, chaps, and gloves.

Hand Tools – handheld and non-motorized tools, including trail tools (e.g., shovels, pick mattocks, rock bars, loppers, etc.) carpentry tools (e.g., hammers, chisels, saws, etc.), and masonry (e.g., trowels, knives, etc.). Examples include shovels, pick mattocks, mcleods, rock bars, loppers, Pulaski's, rakes, crosscut saws, log carriers, etc.

Power & Mechanized Tools – a tool that utilizes an additional power source (electric/gas) to complete work. Examples include trail and landscape tools (e.g., chainsaws, power trimmers, weed eaters, etc.), carpentry tools (e.g., drills, power saws, circular saws, table saws, Sawzall, etc.), and mechanized tools (e.g., grip hoist, rope pullers, etc.).

Mechanized & Heavy Equipment – free standing or operating equipment that is often trailered or towed to a project site. Examples include chippers, forklifts, mini excavators, bobcats, agricultural equipment, etc.

General Tools & Equipment

2.14 All conservation tools and equipment will be inspected prior to first use.

2.15 Safety critical equipment, such as PPE and chainsaws, will be properly fitted/sized correctly and inspected prior to each use.

2.16 Members and staff will receive adequate instruction, practice, supervision, and assessment in tool use and carry, appropriate to the tool and project work.

2.17 Tools and equipment will only be used in accordance with its intended purpose (e.g., digging vs prying).

2.18 Personnel will only use tools and operate equipment within the scope of their training.

Personal Protective Equipment (PPE)

2.19 Members and staff will wear appropriate PPE suitable to the project work, tools and equipment used, and site. General PPE includes:

- Hard hats that are worn when tools are swung overhead or if environmental conditions warrant hard hat use (i.e., protection from potential falling objects such as in forest environments, falling rock, dropping tools, etc.),
- Hearing protection when there is risk of hearing damage (i.e., around tools/equipment at or above 90 decibels),
- Safety glasses when there is risk of eye damage (i.e., making crush, using hammers, swinging tools, using power tools, lopping branches, or bushwhacking). Eye pro will be Z87 rated,
- Long pants, long sleeves, and shirts that cover the shoulders will be worn when swinging tools and as needed by the project and to protect from environmental hazards,
- Gloves that are well-fitted, protective, and worn when handling tools and doing manual labor projects,

- Footwear will be sturdy and protect the feet. Leather boots will be worn as required by project type.
- Other personal protection against environmental hazards as conditions warrant (e.g., sunblock, hats, insect repellent, etc.).

Tool Maintenance & Security

2.20 Staff and members will be trained to maintain tools and equipment in working and safe conditions.

2.21 Tools and equipment that are assessed as unsafe working condition will be immediately removed from service and flagged to prevent further use.

2.22 Unattended tools and equipment will be securely stored both in and out of the field to prevent damage, theft, and unauthorized use.

2.23 Tools, equipment, and fuels will be transported safely (*see Transportation*).

2.24 Safety critical tools will be replaced when:

- There is clear, unrepairable damage to a tool, which interferes with its safe operation.
- A safety feature of the tool is no longer operational.

2.25 Tools that are no longer safe to use will be disposed/recycled in such a way that the tool cannot be used again.

Power & Mechanical Tools

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Power & Mechanized Tools – a tool that utilizes an additional power source (electric/gas) to complete work. Examples include trail and landscape tools (e.g., chainsaws, power trimmers, weed eaters, etc.), carpentry tools (e.g., drills, power saws, circular saws, table saws, Sawzall, etc.), and mechanized tools (e.g., grip hoist, rope pullers, etc.).

2.26 Power tool operators will be pre-approved and trained by qualified SCA staff, agency staff, or a certifying body prior to use.

2.27 Minor members will be under the direct supervision of a qualified SCA field staff or partner organization personnel while operating power or mechanized tools.

2.28 Minor members will not operate:

- Chainsaws
- Any power saw, including Sawzall or circular saws,
- Agricultural tool/equipment, including hay bailers, corn crackers, or hay rake,
- Any pneumatic (air-powered) tools, including nail guns

2.29 Carpentry equipment and tools will be inspected for power source and cord, proper blade attachment, and intact/operational safety features prior to each use.

Mechanized & Heavy Equipment

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Mechanized & Heavy Equipment – free standing or operating equipment that is often trailered or towed to a project site. Examples include chippers, forklifts, mini excavators, bobcats, agricultural equipment, etc.

2.30 Members and staff will be pre-approved to operate any heavy and mechanized equipment.

2.31 SCA personnel will be pre-approved to transport any mechanized or heavy equipment.

2.32 Members and staff operating heavy equipment will have adequate training prior to operating, including applicable certifications or state licenses, and/or on-the-job training by qualified and approved partner organization personnel.

2.33 Minor members will not operate heavy equipment,

2.34 Minor members assisting mechanized equipment operations will be under direct (sight and sound) staff or agency partner supervision.

2.35 Personnel with relevant First Aid certification will be onsite and present during any mechanized equipment operations.

2.36 In addition to standard PPE, eye, ear, and helmets will be worn.

2.37 Mechanized and heavy equipment will be transported within vehicle weight restrictions and other vehicle/transportation policy, including driver license and criteria (*see* transportation). Whenever possible, SCA prefers partner organizations to transport mechanized and heavy equipment.

Conservation Service Projects

Historic Preservation; Facilities Maintenance & Repair Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

2.38 Minors will be in direct supervision when completing historic preservation projects.

2.39 Anytime service projects involve hazardous chemicals, relevant Material Safety Data Sheets information (MSDS) will be included and throughout project planning and delivery, including section 8: first aid measures in the project ERP.

2.40 ERPS will include MSDS sheets when using chemicals, Poison Control contact information.

Hazardous Materials: Asbestos, Biohazards/Needles, Lead, Mold

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Abatement – an activity designed to permanently eliminate toxic material hazards.

Asbestos – a naturally occurring fibrous silicate mineral that can be hazardous when inhaled. Asbestos fibers may be released into the air by the disturbance of asbestos-containing material during product use, demolition work, building or home maintenance, repair, and remodeling. In general, exposure may occur only when the asbestos-containing material is disturbed or damaged in some way to release particles and fibers into the air.

Biohazard – a biological agent or condition that is hazardous to humans or the environment.

Certified Renovation, Repair and Painting (RRP) – training required to work on structures built prior to 1978.

Renovation, Repair and Painting (RRP) – Projects typically performed at the option of the property owner for aesthetic or other reasons, or as an interim control to minimize hazards. RRP is not designed to permanently eliminate toxic material hazards.

Resources

MSDS Material Safety Data Sheets https://www.msdsonline.com/sds-search/
Lead inspection & risk assessment https://www.epa.gov/lead/lead-abatement-inspection-and-risk-assessment
Lead abatement vs RRP https://www.epa.gov/lead/lead-abatement-vs-lead-rrp
Materials containing asbestos https://www.epa.gov/asbestos/learn-about-asbestos

2.41 SCA personnel will not participate in or conduct asbestos removal or abatement work.

2.42 SCA personnel will not participate in or conduct lead removal or abatement work.

2.43 SCA personnel will not participate in or conduct needle or biohazard cleanup projects (e.g., diapers, condoms, soiled clothing/undergarments, blood or blood stains, etc.).

2.44 SCA personnel will not work in or near or biohazard areas.

Lead Paint

2.45 SCA personnel will only participate in lead RRP work under a certified lead RRP firm.

2.46 Prior to conducting lead RRP service work, SCA personnel receive sub training and work under an onsite individual with RRP certification, or will complete:
- OSHA 10 course
- One-day certification in lead RRP
- Other training required by applicable EPA guidelines and State Law.

2.47 Firm and individual RRP certifications will be onsite while work is conducted.

2.48 In addition to general PPE, lead RRP service work will include:
- 3M half facepiece respirator with particulate filter P100,
- Gloves
- Safety glasses
- Full-body disposable suit as directed by SCA staff or RRP firm.

2.49 Blood lead level tests will be available before and after work to SCA personnel participating in lead RRP service work.

Mold

2.50 Personnel participating in or conducting mold mitigation service work in areas over 10 square feet will undergo appropriate and applicable training by qualified and pre-approved staff, partner personnel, or external expert.

2.51 Service projects involving mold mitigation in areas over 10 square feet will be designed, planned, and conducted under the EAP guide: Mold Remediation in Schools and Commercial Buildings.

2.52 In addition to general PPE, mold mitigation service work will include:
- Well fitted N95 or greater respirator,
- Long gloves made of rubber, nitrile, polyurethane, or PVC material,
- Goggles that do not have ventilation holes

Paint Application & Removal

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions
Painting – the application of paint or stain onto a surface as a protective layer
Scraping – the removal of paint particles/flakes from a surface
Painting Preparation – the process of getting a surface ready for painting. This may include scraping old paint, filling gaps with caulk or wood fill, taping and laying down tarps.

2.53 Lead testing will occur prior to each painting project (*see* hazardous materials)

2.54 Personnel will receive adequate training appropriate to the site and project including preparation, PPE (including use of safety glasses), spills and spill procedure, project clean up.

2.55 Emergency spill kit, including eye wash stations/kits, will be available.

2.56 Paint site and projects will maintain adequate and sufficient ventilation.

Carpentry

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions
Carpentry Tools – generally**,** 1) a power-driven cutting tool with cutting teeth on a rotating or reciprocating blade, or 2) a sharp fixed blade meant for scraping or shaping wood or other materials.
Workshop Tools – Carpentry tools that are permeant or semi-permanently set up in workshop. Workshop tools tend to be more powerful, precise, and heavier**.**

2.57 Workshops and project sites will be assessed for tripping and electrical hazards prior to first use for each position and regularly and frequently throughout the project or position.

2.58 In addition to general PPE, carpentry and workshop PPE will include as appropriate:
- ear protection to reduce noise levels to 85 decibels or less,
- eye protection
- dust collection system and/or dust mask

Fall Protection

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions
Fall Elimination – method to conduct a task without working at heights (e.g., using an extender vs climbing).
Passive Fall Protection – physical barriers to unprotected edges (e.g., guardrails, holes over covers, etc.)
Fall Restraint – method to conduct a task to prevent a person from falling by constricting a worker's range of movement (e.g., hard tie-in).
Fall Arrest – protection to stop a person who has fallen (e.g., use of a belayer).
Administrative Fall Protection – practices used to raise aware or alertness to fall related hazards (e.g., spotters, warning lines or markers, etc.)
Work from heights – any service work activity conducted 6ft or greater from a lower level, or with potential for a hazardous fall (e.g., fall onto dangerous equipment, conveyer, chemical, hole/well/pit/shaft, reaching out/over/under, etc.)
Leading Edge – the unprotected side and edge of a floor, roof, formwork for a floor, or other walking/working surface (e.g., deck),

2.59 Minor members will be under direct supervision while conducting service work activities from height.

2.60 Work from height will not be conducted solo. Observers and spotters will be used as appropriate to the environment and work.

2.61 Local Operating Policy will apply to specific projects and sites involving work from heights, including:
- Use and operation of boom lifts
- Roofing and work from roofs
- Work from/involving fire towers
- Tree climbing
- Fall arrest systems involving safety lines, rope systems, and belays.

2.62 Qualified and pre-approved supervising staff will give detailed instruction, guidance, and roles to secondary supervising staff or adults, including for belay team supervision and/or backup belay, worker supervision and coaching, group management procedures, boundaries, etc.

Project/Site Selection & Assessment
2.63 Prior to any service work from heights, personnel will confirm with partner organization supervisor(s) to determine and/or confirm and assess:
- adequate structural integrity and strength to support the additional load of personnel and equipment
- identification of unprotected and leading edges
- application of appropriate/adequate additional fall protection measures

2.64 Appropriate and adequate protection will be added to project sites and/or personnel working on unprotected vertical and horizontal edges and sides

or holes 6 ft or more above a lower level (e.g., ladder, walkway, platform, scaffolding, roof, ramp, etc.).

Protection From Falling Objects

2.65 Personnel exposed to falling objects will wear hardhats. Additional measures will be considered and implemented as appropriate:
- Systems/structures to prevent objects from falling and from falling if accidentally misplaced (e.g., toe boards, screens, guardrails, canopy structures etc.)
- Barricade or other protection/barrier from entering areas where objects may fall.

2.66 Control, or 'safe' zones will be established and clearly marked around sites involving holes, wells, shafts, potential for falls onto dangerous equipment or materials, etc., to signify areas where fall protection is used, such as hard hat zones, tie in, or other protection zones.

Fall Restraint & Arrest Systems

2.67 Only qualified and pre-approved staff will conduct training and supervision of fall restraint or arrest systems involving harness, rope, belay, or safety lines.

2.68 Full body harnesses or a combination of seat and chest harness will be available for personnel utilizing a rope, belay, or safety line fall restraint or arrest system.

2.69 Harness, helmet, and other PPE used as part of a fall restraint or arrest system will be inspected prior to each use and checked for proper worn and fit.

2.70 Appropriate and adequate helmets will be worn.

2.71 Anchor points will be selected and constructed by qualified staff, and will:
- be part of fixed structures, or
- fixed anchor system vetted by LOPs.

2.72 Rope, belay, and/or safety line equipment used for fall restraint or arrest protection will be stored and maintained according to manufacturer's recommendations.

Fire Mitigation & Prescribed Burning Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Prescribed Burn – a forest management technique to reduce hazardous fuel loads through intentional use of fire.

Initial Attack – the actions taken by the first resources to arrive at a wildfire to protect lives and property and prevent further extension of the fire.

Extended Attack Incident – an uncontained/controlled wildland fire that has not been contained or controlled by initial attack forces and for which more firefighting resources are arriving, enroute, or being ordered by the initial attack incident commander.

Fire Suppression – a range of firefighting tactics used to suppress wildfires.

Administratively Determined (AD) Status – a process to suspend members from SCA service to support fire suppression activities directly under a partner agency.
Red Card – an accepted interagency certification used to enable an individual to participate in fire related work, also known as Incident Qualification Card. Requirements include 32 hours of training, completion of the Arduous pack test, an agency to certify the individual (usually a federal partner).

2.73 Except when conducting pre-approved and designated prescribed burning work, staff and members will not be involved in fire suppression as part of SCA programming, including initial attack, extended attack, or other fire suppression efforts during work hours or as part of the SCA service.

2.74 SCA personnel will only conduct prescribed burning under the supervision and direction of partner organization staff.

2.75 Minor members will not participate in any prescribed burning activity.

2.76 Prior to participating in any prescribed burning activities, SCA personnel will complete the following pre-requisite trainings, as approved by the National Wildfire Coordinating Group:

- Basic Firefighter Training Firefighter Training (S-130)
- Introduction to Wildland Fire Behavior (S-190)
- Human Factors in the Wildland Fire Service (L-180)
- Introduction to the Incident Command System (I-100)
- Annually: Arduous-level pack test
- Annually: Fire line Safety Refresher (RT-130) (starting one year after completion of Basic Firefighter Training in combination with the pack test)

*Trainings expires after 5 years without participating in wildland fire operations.

2.77 Wildland firefighting equipment and clothing will meet the NFPA 1977 standard for protective clothing and equipment, including:

- Protective garments (e.g., shirt, pants, etc.)
- Helmet
- Gloves
- Footwear
- Goggles
- Chainsaw protectors
- Fire shelter
- Load-carrying equipment

AD Status

2.78 If requested by a partner agency to participate in fire suppression activities, staff and members may elect to volunteer or sign up as an AD employee directly with the partner agency. The SCA position supervisor and partner agency will authorize any individual or team AD status, including work or program suspension, PTO, or unpaid leave.

2.79 Staff and members who elect to volunteer or sign up as AD employees of the partner agency will not be covered under SCA's Liability or Workers Compensation Insurance for volunteer fire suppression work or service.

2.80 Prior to entering AD status, SCA personnel will register with the partnering agency.

2.81 Members will notify their SCA supervisor before beginning and returning from AD status.

Recycling and Sustainability Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

2.82 Members and staff will be instructed on proper procedures for handling sharps, rust, and other hazardous materials prior to needing to implement.

2.83 To minimize potential for contact with medical and other hazardous waste, members will not separate trash from recycling.

2.84 Members and staff will not enter trash or recycling containers.

Disaster Response & Recovery Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions
Disaster Response – focused on stabilizing the situation. This timeframe is generally 24 hours – 3 months after a disaster and is generally part of an emergency declaration.
Disaster Recovery – focused on repair and long-term sustainability. This timeframe is generally from 3 months up to 5 years.

2.85 Minor members will not participate in disaster response activities.

2.86 SCA personnel will not participate in law enforcement or firefighting work.

2.87 Disaster response service work will be pre-approved in a position agreement part of the agreement or will be added into a new agreement or MOU, including additional training required (e.g., mold mitigation, debris removal, water safety, working from heights, specialized equipment, etc.).

2.88 Position and site ERPs will be updated to include the communications plan and emergency procedures from the disaster's incident command structure and protocols.

Restoration Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

2.89 Restoration service work will align with agency/organization land management plans.

Planting & Gardening

2.90 Species selection and procurement will be conducted under the direction of an ISA certified arborist and/or partner organization (e.g., local tree ordinance, local tree board, etc.).

2.91 Appropriate permits will be obtained prior to any hydrant use.

Invasive Species Management

Definitions

Invasive Species – a living organism that is not indigenous nor native to a particular ecosystem and causes environmental, economic, or human harm. These species often grow and reproduce quickly and spread aggressively, enabling them to outcompete other species.

Native Species – a species that originated and developed in its surrounding habitat and has adapted to living in that environment.

2.92 Members and staff will be instructed on proper procedures and techniques for control, removal, disposal, and storage of invasive species, including emergency procedures prior to the need to implement.

2.93 Members and staff will be instructed and monitored for appropriate and adequate cleaning to prevent spread of seeds, insects, or spores to new locations (e.g., boots, gear, tires, etc.).

2.94 Project plans will include cultural considerations of the local land and peoples.

Herbicide & Chemical Applications

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Material Safety Data Sheet (MSDS) – a document that lists information relating to occupational safety and health for the use of various substances and products.

2.95 Herbicide use will be pre-determined and provided by the partner.

2.96 Minors will not handle herbicides nor participate in herbicide application activities.

2.97 Staff will be familiar with applicable information on product labels and MSDS.

2.98 MSDS information will be printed and available throughout chemical preparation, application, and clean up.

2.99 Spill and decontamination kits will be appropriate to the chemical used and available on site, including spare application parts.

Site Preparation & Management

2.100 Current and forecasted weather, including wind direction and speed, will be known and considered before any chemical and herbicide application activity.

2.101 Areas under treatment will be posted to prevent accident exposure, including with re-entry times appropriate to the chemical applied.

PPE & Equipment

2.102 Prior to use, PPE will be inspected and be clean, free of cuts and residue, and adequate for the protection intended.

2.103 Product specific PPE will be worn while preparing and applying, including:

- Rubber gloves (Tyvek and nitrile gloves are recommended)
- Safety glasses or goggles
- Long sleeves and pants
- Rubber boots when spray is used
- Tyvek suits or protective aprons as the environment, conditions, and application method requires (e.g., dense vegetation, wind drift or blowback, etc.)

2.104 Respirators will be available and utilized when requested and as recommended by the chemical manufacturer.

2.105 Members and staff will have an extra change of clothing on site in the event of a spill.

Herbicide Storage

2.106 Herbicides will be stored:

- Under lock and key, secured location,
- Above floor-level with catch tray underneath for spills,

- Out of sun exposure and extreme heat,
- With adequate and obvious labels, including chemical name and mixture strength,
- No longer than 1 night in sprayers

Herbicide Mixing, Preparation, & Application

2.107 Herbicides will only be prepared and applied by SCA personnel while under the direction supervision of a licensed applicator while preparing and applying herbicide.

2.108 Reference guides will be available (e.g., in work truck, with herbicide supplies).

2.109 Members and staff will be instructed on proper procedures and techniques for preparation and mixing, including use of secondary containment, mixing order, and dye/colorant.

2.110 Secondary containment will be used when mixing or transferring.

2.111 Secondary containment will be cleaned according to the label/MSDS.

2.112 Members and staff will be instructed on proper procedures and techniques for preparation, application, and emergency protocol prior to the need to implement.

Clean Up

2.113 After each use containers will be triple rinsed.

2.114 Rinsate (rinse water used to clean containers) will be appropriately stored, managed, and reused.

2.115 Leftover/unused chemicals will be properly disposed of, in accordance with manufacturer's recommendations.

2.116 Personnel will have access to shower and laundry.

Transporting Herbicides

2.117 Chemicals will not be transported in passenger compartments.

2.118 Chemicals will be in secondary containment while transported (e.g., 5-gallon bucket, tray, etc.).

Trail Construction & Maintenance Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

2.119 In the absence of partner agency trail construction and maintenance manuals/guides, *Lightly on the Land* and Forest Service guidelines will be used.

2.120 Trail construction and maintenance occurring in endangered or sensitive species habitat will have prior approval and a mitigation plan in place.

Rigging

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definition

Rigging – mechanical advantage to move heavy materials, such as winches, come-along, grip hoist, block and tackle, etc.

2.121 Rigging trainers and training curriculum will be pre-approved and meet industry standards.

2.122 Rigging training will be renewed every three years.

2.123 Rigging systems will be designed and operated by two people, one SCA rigger.

2.124 Rigging operations will be directly supervised by an SCA rigger; however, individual tasks may be delegated to others.

2.125 Safety critical rigging work (building anchors, system design, final system check, etc.) will be completed by an SCA rigger.

2.126 Rigging equipment will have the WLL (Working Load Limit) visible and legible (e.g., permanently stamped, etc.) Exceptions include Amstel Blue Ropes, and Wire Ropes, Porta-Wraps.

2.127 Records will be maintained for equipment excluded from WLL label requirements. SCA rigging operations will employ a safety factor of five.

2.128 To maintain manufacturer safety guarantees, grip hoist boxes will only be opened by personnel with training and approval from the manufacturer (e.g., Tractel).

Rustic Timber

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Rustic Timber Construction – the process of transforming locally harvested timber into trail structures, such as water bars, steps, and bridges.

2.129 Timber will be approved to harvest prior to the project.

2.130 Timber will be secured to prevent movement while shaping.

2.131 Members and staff will be instructed on avoiding danger zones, such as stepping between timbers, working downhill of timber, and working underneath timber.

2.132 To avoid losing control or personal injury, timbers will be moved via a controlled method, such as rigging system, timber carriers, or machine.

Tree Felling, Bucking, & Saw Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

2.133 At a minimum, at least one other person than the saw operator(s) will be onsite who holds a current and valid first aid certificate.

2.134 Minor members will not operate chainsaws, brush saws, or power pole pruners.

2.135 Sawyers will work with another person acting as a spotter/swamper.

2.136 When felling trees, saw teams will be spaced at least 2 tree lengths apart.

Chainsaw Operations

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Sawyer – personnel operating a chainsaw.
Swamper – personnel clearing felled trees and debris.
Chainsaw – a mechanical, power-driven cutting tool with teeth set on a chain which moves around the edge of a blade.
Crosscut Saw – a hand powered saw at least 24" in length with 2 handles or the ability to be used by 2 people to cut wood perpendicular to the grain.
Power Pole Pruner – a chainsaw that enables the operator to cut branches 12 feet or more overhead without needing a ladder.
Nicked chaps – nylon material is breached.
Cut chaps – kevlar material is breached.
Bleed kit – also known as a chainsaw trauma kit; a first aid kit to address extreme bleeds.
Interagency S-212 – sawyer curriculum which includes wildfire chainsaw operations.
Game of Logging – sawyer curriculum for loggers.
Forest Service MTDC "Developing Thinking Sawyers" – sawyer curriculum for non-fire forest service employees.

Training

2.137 SCA sawyers will hold and maintain a valid sawyer certification, including interagency S-212, Game of Logging, or Forest Service MTDC "Developing Thinking Sawyers."

2.138 SCA sawyer trainers will be pre-determined and pre-approved prior to providing training.

2.139 SCA sawyers and swampers will maintain basic certifications in basic First Aid and CPR.

PPE & Safety Equipment

2.140 In addition to general PPE, sawyers and swampers will wear:

- an ANSI Z89.1 six suspension point hard hat, including with a legible ANSI sticker
- ear protection to reduce noise levels to 90 decibels or less.
- face shield and/or impact resistant safety glasses/goggles that meet or exceed ANSI Z97.1.
- properly fitted Kevlar chaps that extend 2" below the top of the boot and include a legible tag for ASTM F 1897-04 and 1807-14 standard specification for leg protection.
    - Chaps used for wildland fire operations will be NFPA 1977 compliant at a least 6 ply.
- Full leather boots
- Leather palmed gloves

2.141 First aid and 'bleed' kits will be available and onsite throughout any chainsaw operation.

Chainsaw Operations

The following policies apply to SCA sawyers and swampers in addition to regulations outlined in the approved saw training curriculum:

2.142 SCA sawyers will not operate chainsaws with a bar exceeding 20".

2.143 Chainsaws will include the following safety features:

- Chain brake,
- Chain catch,
- Throttle safety lock,
- Spark arrestor.

2.144 Chainsaws will not be "drop started," "roll started," or "hot started."

2.145 Safety features will be inspected prior to each use, including secure nuts and bolts.

2.146 Chainsaws will be regularly cleaned and maintained.

Power Pole Pruner Operations

2.147 Pruners will work with another person utilizing a manual pole saw to alleviate pinches.

2.148 Pruners will be transported in the bed of a truck or on a roof rack.

2.149 Pruners will only be used with a harness.

2.150 Pruners will be started on the ground.

Re-clearance for nicked and cut chaps

2.151 Following any incident or near miss involving chainsaw operations (including nicked and cut chaps), activity will be stopped, debriefed, and re-assessed before resuming:

- SCA personnel involved in nicking chaps will be suspended from saw operations for the rest of the day plus one additional day, to observe sawyers and provide feedback.
- SCA personnel involved in cutting chaps will be suspended from saw operations for the rest of the day plus one additional day, to observe sawyers and provide feedback. Upon returning to saw operations, members will be under direct supervision and re-assessed for two days before being re-cleared.

Brush Saw Operations

2.152 Brush saw operators will utilize a harness.

2.153 Members and staff will be instructed on proper procedures and techniques for brush saw operations, including:

- Proper use of safety features (e.g., brush guard, etc.)
- Blade selection
- Appropriate operating distance from people, vehicles, equipment, and buildings.
- Storage of equipment and supplies.

Crosscut Saw Operations

2.154 At least one person using a crosscut saw will have a valid crosscut saw certification.

2.155 Field maintenance of crosscut saws will only include basic cleaning and oiling.

2.156 Abrasive materials and chemical cleaners will not be used on crosscut saws.

Weed Eater Use

2.157 In addition to general PPE, weed eater operators will wear:

- an ANSI Z89.1 six suspension point hard hat, including with a legible ANSI sticker.
- ear protection to reduce noise levels to 90 decibels or less.
- face shield and/or impact resistant safety glasses/goggles that meet or exceed ANSI Z97.1.
- harnesses as appropriate to reduce fatigue.

2.158 Prior to use, sites will be inspected for rocks, debris, poisonous plants, and distance from people, vehicles, buildings, and other hazards.

Wildlife Management, GIS, & Tracking Work

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Wildlife Management – including monitoring, habitat management, fence building, invasive animal removal, and fisheries.

2.159 Wildlife management service work will align with agency/organization land and resource management plans (e.g., environmental impact statements).

2.160 Project plans will include cultural considerations of the local land and peoples.

2.161 Members and staff will be instructed and monitored for appropriate and adequate cleaning to prevent the spread of invasive species.

2.162 Crews and personnel will carry backup navigation, such as map and compass.

3. Program Elements

Virtual Programming & Online Program Elements

Resources
New and updated resources for distance learning, online programming and safety continue to evolve. Common Sense Media (www.commonsensemedia.org) is a non-profit organization which supports advocacy, research, and parent, student, and educator educational initiatives. Publications by Common Sense Media helped to inform the SCA policy and procedures listed here.

Safety Briefing

3.1 A safety briefing will be conducted prior to any virtual program or online program element, including:
- Platform and app access,
- Disconnection and technical difficulty procedure,
- Online meeting practices, such as cameras and muting, using emoji's and chats for communications, private and group messages, utilizing virtual wallpaper, etc.
- Designated communication methods with staff,
- Appropriate screen sharing practices (e.g., close all other windows and tabs to protect private, personal, or confidential information).

Privacy & Security

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background
Many educational, entertainment, and workplace technology, such as streaming apps and devices, collect data from each user. This data is used to create profiles, understand behavior, and create a seamless viewer experience. However, the data collected is often personal information that puts consumer privacy, especially that of minors, at risk.

Prevention
Check privacy settings. To minimize the data collected, turn off data collection features that are not necessary such as viewing or analytics data on how the app or device is used. Free online resources, such as donotsell.org can be used to request that companies do not sell personal information for profit. Where possible, minors should use streaming apps when adults are present to help encourage appropriate use and limits based on age appropriateness and recommended screen time limitations.

3.2 Only platforms that are pre-approved and preferred will be used for SCA programming. Preferred platforms include Zoom, Microsoft Teams, and Learn Upon.

3.3 Invitee or room passcodes will be used for member or 'external' personnel (without an SCA email address) to access meeting rooms to protect online meeting rooms and safeguard from unauthorized access.

3.4 Staff will close all other windows and tabs, some of which contain personal, private, confidential information, prior to screen-sharing.

Inclusive Learning Environment

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background
Shifts toward online programs can perpetuate educational and economic inequalities. As online learning and work has become more normalized in recent years, gaps between participants with high-speed internet and adequate devices at home are more readily exposed. Additionally, the practical use of web cameras eliminates the 'neutral' spaces experiential education programs strive-for by bringing programming and peers into homes and personal spaces.

Prevention
Activities that utilize the camera can be intentionally crafted and scaffolded to progressively introduce and assess comfort with sharing home or personal environments. Participants can be invited to turn on and utilize their camera, and requirements to do so should be limited and intentional. Staff can utilize neutral backgrounds and on the first-day, teach and invite participants to change their background to a virtual wallpaper.

Promoting Personal Wellbeing

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background
Over the past several years it has been reported that depression rates among young people are rising. Among the factors that influence depression rates are isolation due to pandemic conditions, tech addiction and increased screen time which is shown to effect sleep, and exposure to hate speech via social media.

Prevention
Consider the impact of virtual programming, required screen time, and online meetings within the context of members' lives. The cumulative time required for members, especially minors, to be spent online is increasing and may vary depending on changing school policy and circumstance. Individual and group wellness checks and appropriate interest in participants' lives beyond SCA programs may help to bring awareness and prompt appropriate adjustments to virtual elements and online program

practices. Consistent daily elements, such as a crew stretch circle, icebreaker activity, or group reflection can be helpful to group connection and accountability. Additionally, asynchronous program design and planning, such as incorporating individual outside activities, peer, family, or community connections, or research time outside of program sessions may help to alleviate negative effects associated with too much screen time and 'zoom' fatigue.

Program Events & Trips

Environmental Education (EE) Trip

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

Environmental Education (EE) trips extend SCA programming beyond conservation service projects. EE trips are designed, planned, and delivered for recreational, educational, and/or career/professional development. Examples include visits to other like-minded organizations or similar agencies (e.g., urban farms, sustainability offices, science museums) and outdoor adventure activities such as hiking, paddling, climbing, etc.

Adequate planning and preparation are required for successful EE trip implementation. The trip should meet specific educational goals and outcomes related to SCA's mission and incorporate the direct interests and input from the crew. Consult SCA staff for prior crews' EE trip ideas and other resources such as libraries, site contacts, and introductions. Leaders and staff should have an established timeline for submitting EE trip proposals, ERPs, and Outfitter Profiles. In general, these critical planning documents should be completed no later than two weeks prior to the proposed EE trip dates.

The following should be considered while designing and planning an EE trip:

- Sufficient participant and parent/guardian preparation, including pre-trip meetings, written information, and photos.
- Liability waivers, assumption of risk forms, and/or permission slips signed by a parent or guardian.
- Additional personal and group equipment, such as clothing, tools, and safety gear.
- Additional supervision, such as SCA staff, activity specific professionals, drivers, etc.
- Transportation plans (e.g., a bus or outside vendor, etc.)

3.5 Prior to any EE trip or activity, the following will be completed and approved by the Position Supervisor:

- EE Trip Planner
- Emergency Response Plan (ERP)
- Outfitter Profile (if not guided by SCA personnel)

Volunteers, Special Events, & SCA Taught Programs

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

These types of events occur as components of SCA team-based programs. Events include corporate events involving volunteers, such as trash cleanup or tree planting and education days where an SCA program partners with a local school for active SCA members teach skills or environmental education lessons. SCA taught programs can be stationary or a "drop-in," where an SCA member stays in one location, or an active program involving hiking or movement between multiple sites.

Special and volunteer events, and SCA taught programs require purposeful design and ample planning. Establishing a well-thought out yet flexible timeline for both internal use and for volunteers, coordinating supplies (e.g., tools, equipment, food, water, PPE), transportation and other site-specific logistics, and roles for bringing and caring for specific items is needed. Volunteer and participant registration or check-in procedure should be coordinated with the partnering organization(s). Clear roles should be established and communicated, such as check-in/registration, equipment and supply management, safety and training, introductions or demonstrations, photo and data management, clean up, etc.

3.6 Events will be supervised at a minimum one SCA member to ten volunteers/participants. SCA members will be supervised according to SCA team-based program ratios.

3.7 Volunteers and participants will be pre-approved prior to participation.

3.8 Volunteers will not supervise nor direct SCA members.

3.9 Regardless of age, volunteers will provide the following documentation prior to beginning their project or event:
- SCA Program Participant Agreement, including release of liability and/or assumption of risk, and participation expectations
- Emergency contact information

3.10 SCA staff will ensure appropriate and adequate PPE is utilized for members, volunteers, and participants.

3.11 SCA personnel will avoid situations in which a volunteer or participant is alone with an SCA member or staff.

3.12 Sites will be scouted and vetted, and members/staff will have adequate familiarity with the site prior to leading any volunteer, special event, or SCA taught program.

3.13 A safety briefing will be conducted prior to any volunteer, special event, or SCA taught program, including:
- Appropriate participate preparation, such as clothing, equipment, food, sun protection, behavior expectations, etc.,

- Site introduction such as bathrooms, drinking foundations, public interaction, boundaries, etc.,
- Activity conduction and itinerary, such as length and duration, pacing, spacing, group communication procedures, and expectations,
- Environmental and site hazards, such as wildlife interactions, weather forecast, vegetation and terrain management, etc.,
- Appropriate emergency response such as participants' role in the event of an emergency, first aid procedures, and/or field communications,
- Other relevant policies, procedures, and practices from SCA's field guide or local program policy.

Individual & Group Development Initiatives & Activities

Group Games & Initiatives

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions
Group Game – an activity designed for fun, such as an energizer, warm up, group bonding, etc.
Initiative – an activity designed for group development. Initiatives have an educational briefing and debriefing component to optimize and target learning.

3.14 Staff will brief members and participants on hazards and management plans pertaining to group games and initiatives prior to their commencement. Briefings will include:

- Suitable personal equipment and securing loose clothing/objects (i.e., clothing, footwear, sunscreen, water, medication, etc.)
- Objective and subjective hazard identification, including sharing personal information, space, etc.
- Physical and activity boundaries
- Appropriate and acceptable physical contact

3.15 Staff will inspect knots, lashings, landing areas, and other safety features prior to their use.

3.16 Staff will instruct and demonstrate proper spotting technique, if necessary for the activity.

3.17 Members will not stand on a surface or element more than 6ft above the ground.

3.18 Sensory deprivation (i.e., blindfolds, etc.) will not be required of members to participate in games or initiatives.

Night Activities

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

3.19 Head lamps or other sources of artificial light will be available.

3.20 When a night hike or other travel is conducted staff will ensure a plan is in place to avoid groups from becoming separated, such as a lead/sweep, head counts, and around trail junctions.

Solo & Reflective Activities

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Solo – a pre-determined time in which members are under stationary and remote supervision for the purposes of reflection.

Background

Solos can be powerful experiences for members and can offer opportunities for reflection and personal growth. A solo involves a pre-determined amount of time and designated, small space to sit, contemplate, rest, and recharge. Solos should be conducted as a group, by spacing out each participant, and position supervisors should be consulted prior to any solo. Each solo should include a purposeful framing and briefing and a meaningful debrief to draw learning and transference into program life, or life at home. "mini-solo" (10 minutes to an hour) can be a useful strategy for frontcountry programs or early in a backcountry program. When adequately prepared, framed, and debriefed, a longer solo can be meaningful toward the end of a longer backcountry program.

Prevention

Solos should only be considered during an appropriate and suitable time in the group's development and progression of the program. Solo can be stressful and anxiety provoking for some, while relaxing and productive for others. Like any activity, solo should be used as part of a wider progression, including building up to a longer solo and practicing the skills and strategies involved. Solo should only be conducted in familiar areas under familiar conditions, such as avoiding heavy rains and winds, or known mountain lion or bear-country.

3.21 Solos planned over six hours will be pre-approved by the Position Supervisor.

3.22 Solos will not be longer than a 24-hour period (one day and one night).

3.23 Members will be sound of staff and others during solo activities.

3.24 Members will be checked on a regular and frequent basis throughout solo, including visual and verbal contact:
- at least once during a solo, regardless of the length,
- a minimum of once every six hours.

3.25 Adequate shelter suitable for the environmental conditions during solo will be provided.

3.26 Adequate nutrition, water, and hygiene care will be provided during solo.

3.27 Minor members will not have fire starting materials (i.e., matches, lighters, etc.) or sharps.

3.28 Staff will assess solo sites prior to use.

3.29 Members will not leave their solo site during solo (except in an emergency), and will not climb, or swim/dip/wade into water.

3.30 A safety briefing will be conducted prior to any solo activity, including:
- Hazard identification
- Designated boundaries
- Emergency procedures, including signaling others when needed
- Staff location, how to contact staff, and check-in procedure
- Wildlife encounters
- Interaction with strangers (for minors, direct them to staff)
- Toileting
- Shelter making and weather procedures for solos over 12 hours.

4. Outdoor & Adventure Activities

Outdoor and adventure activities are a part of SCA programs and are conducted for a variety of means. Outdoor and adventure activities may serve as a medium to complete conservation service, for educational means such as group and personal development, and for recreational purposes.

General Outdoor & Adventure Activities

The following policies apply to all outdoor and adventure activities:

4.1 Outdoor and adventure activities will only occur for which SCA policies exist.

4.2 Outdoor and adventure activities will be pre-approved during the program design and planning stages, and will comprise a position's work, service, and/or program plan. Pre-approval will consider position description, relevant service agreements, job description, personnel experience and qualifications, program supervisor and risk management department input.

4.3 SCA staff leading outdoor and adventure activities will have prior training, experience, and demonstrated ability in that activity.

4.4 SCA staff will not lead activities for which they are not hired. External outfitters, partner organizations, and professionals will be pre-approved to lead and directly supervise these activities.

4.5 Qualified and pre-approved activity supervisors (whether outfitter, partner, or SCA personnel) will be designated to supervise and lead any outdoor and adventure activity.

4.6 SCA supervising staff will participate in all discussions regarding hazard assessment and decision making, such as weather, terrain, etc. when external outfitters or partner organizations are leading outdoor and adventure activities.

Land-Based Activities

General Land-Based

The following policies apply to all land-based activities and environments:

Equipment

4.7 Footwear suitable to the terrain and activity (i.e., closed-toe shoes or boots) will be worn throughout any land-based activity.

4.8 Each hiker will have an adequate light source during night travel.

4.9 Safety equipment will be inspected and approved for use prior to first use.

4.10 Suitable to the terrain and activity, appropriate rescue equipment will be available to respond to emergencies.

Site Selection & Activity Conduction

4.11 Staff and/or activity supervisors will assess and continually monitor weather conditions prior to commencing any land-based activity.

4.12 A safety briefing will be conducted prior to any activity. Specific safety briefing considerations are listed below. All land-based activities will be debriefed for safety management learning and outcomes.

Day Hiking

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general land-based policies, the following will apply:

4.13 Closed-toed shoes or boots will be worn during day hiking activities.

4.14 At a minimum, the following group gear will be carried:
- Field communications,
- Risk management documentation,
- First aid and medical forms
- Map and compass, and route/itinerary notes
- Hand sanitizer and hygiene kit

4.15 A safety briefing will be conducted prior to any day hiking activity, including:
- Sun safety, adequate hydration, and appropriate clothing and layering, and proper footwear
- Proper carrying of tools
- Group management and communication techniques and procedures, including pacing and breaks, lead/sweep, etc.
- Lost procedure
- Route, navigation, and/or activity plan, including terrain management
- Weather, environmental, and objective hazards, and proper procedure for hazard mitigation, such as wildlife, rockfall, lightning, etc.
- Blister prevention

Multiday Backpacking

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general land-based policies, the following will apply:

4.16 Closed-toed shoes or boots will be worn during backpacking activities.

4.17 Members will be fitted with appropriately sized and weighted backpacks.

4.18 Backpacking routes will be appropriate for members' age, experience, and ability.

4.19 Members will receive adequate instruction in proper fitting, adjustment, and packing of backpacks, including carrying tools.

4.20 Members and staff will be instructed on lightning and storm procedures appropriate to the terrain and environment prior to the need to implement.

4.21 The following group gear will be carried:

- Field communications,
- Risk management documentation,
- First aid and medical forms
- Map and compass, and route/itinerary notes
- Hand sanitizer and hygiene kit
- Water purification
- Ability to create an emergency shelter (e.g., tarp/sleeping bag)

4.22 A safety briefing will be conducted prior to any backpacking activity, including:

- Sun safety, adequate hydration, and appropriate clothing and layering, and proper footwear
- Proper fit, adjustment, and packing, loading/lifting and unloading (i.e., in pairs), and carry backpacks, including with tools. Approximately 20% of weight should be carried on the shoulders and 80% on the hips.
- Considerations for pack weight include no more than 30% of bodyweight for adults or 25% for minors, and pre-existing medical conditions, among other factors.
- Group management and communication techniques and procedures, including pacing and breaks, lead/sweep, etc.
- Lost procedure
- Route, navigation, and/or activity plan, including terrain management
- Weather, environmental, and objective hazards, and proper procedure for hazard mitigation, such as wildlife, rockfall, lightning, etc.
- Blister prevention

Stream & River Crossings

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general land-based policies, the following will apply:

Definitions

Stream and/or River Crossing – During land-based activities which the route requires crossing a waterway. Waterway depth is at or below knees of the smallest group member and is flowing at a fast-walking pace, or a waterway crossing in which the likelihood of swimming does not exceed "low" and the severity of swimming does not exceed "medium," as assessed by qualified staff.

*Note: Exceeding these descriptors is an aquatic and/or white-water environment which requires specific PPE, training, and supervision.

4.23 Closed toed shoes or boots will be worn for all crossings.

4.24 Backpack waist belts and sternum straps will be unfastened if there is a chance of being submerged in during a fall.

4.25 Ropes will not be tied or attached in any way to a person while crossing.

4.26 Handlines or other guides will be assessed prior to use.

4.27 Staff will assess if crossing is necessary and potential alternatives.

4.28 If crossing is determined to be necessary, staff will assess the crossing, including:
- Width, height, temperature, speed, stream/river bed obstructions, access and egress points, downstream safety, manmade obstructions, other users.

4.29 Crossing techniques include, solo crossing, group astern, group abreast, group circle, group triangle, tensioned handline, tensioned float line.

4.30 A safety briefing will be conducted prior to any river/stream crossing, including:
- Appropriate footwear
- Pack straps
- Waterproofing and re-packing to minimize risk of soaking sleeping equipment
- Staff will demonstrate crossing prior to members.
- Method and technique for crossing, including communications and dry-land practice, if necessary, and number of personnel actually crossing at a time).
- Self-rescue, as appropriate (i.e., upstream, downstream, white water safety position, not standing to minimize foot entrapment, etc.)

Caving

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general land-based policies, the following will apply:

4.31 Caves and caving routes will be pre-approved by program management.

4.32 Technical caving routes and activities requiring rope, hardware, or aid of any type will not occur.

4.33 Members and staff will wear a helmet, as appropriate.

4.34 Members and staff will have a light source available per person.

4.35 Cave routes will be assessed by leaders and appropriate safety management plan in place prior to each caving activity.

4.36 A safety briefing will be conducted prior to any caving activity, including:
- Appropriate clothing, footwear, and equipment,
- Route and group management protocols,
- Group communication protocols,
- Individual movements and techniques required,
- Spotting techniques,
- Confined space hazards and awareness,
- Hygiene and washing hands/keeping away from mouths
- Toilet protocols in the cave environment.

Cycling

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general land-based policies, the following will apply:

4.37 Cycling routes will be appropriate for members' age, experience, and ability.

4.38 Riders will be assessed and deemed competent for the planned ride.

4.39 Helmets will be worn by all staff and members.

4.40 Bicycles will be checked prior to use including personal owned, rented, agency or SCA bikes, including:
- Brakes – in place, wheels spin freely, even pressure on both brakes when levers pressed halfway
- Tire pressure – inflated properly for expected terrain
- Handle-bars – headset is tight and straight
- Seat – correct height for rider size and ability

4.41 Group gear will consist of, at a minimum:
- Cycle repair kit (e.g., spare tube, pump, patch, chain tool, etc.)
- First aid kit
- Field communications
- Maps

4.42 Staff will collect all members/participants at trail/road junctions.

4.43 A safety briefing will be conducted prior to any cycling activity, including:
- Sun safety, adequate hydration, and appropriate clothing and layering (including bright and/or reflective clothing, gloves), and proper footwear
- Personal safety equipment such as proper fit, wear, and routine inspection of helmets
- Proper fit and adjustment of bikes
- Proper technique, including changing gears and brakes (e.g., both brakes at the same time with even pressure, two tires to always remain on the ground, etc.)
- Group management and communication techniques and procedures, including lead/sweep, spacing, pacing, single file, voice calls, etc.)
- Lost procedure
- Route, navigation, and/or activity plan
- Weather, environmental, and objective hazards, and proper procedure for hazard mitigation, such as wildlife, public and vehicles, etc.

Technical Land-Based Activities

Travel in class IV or V steep terrain, or on artificial obstacles in which technical assistance is required to minimize risk of serious, severe, or fatal injury in the event of a fall.

Class I – A simple hike in terrain which does not require the use of hands for balance.

Class II – Simple scrambling, which requires the occasional use of hands for balance.

Class III – Scrambling with increased exposure, in which using handholds is required.

Class IV – Scrambling with significant exposure, in which the use of rope or other technical systems is required.

Class V – Technical rock climbing in vertical terrain.

General Technical Land-Based

The following policies apply to all technical land-based activities and environments:

Equipment

4.44 All equipment, including activity specific and safety equipment, will be inspected and approved for use prior to first use.

4.45 Safety specific equipment, including ropes, hardware, harness, helmet, will be inspected prior to each use.

4.46 Where harness and helmets are required, they will be fitted correctly to activity participants and staff, and inspected prior to each use.

4.47 Suitable to the terrain and activity, appropriate rescue equipment will be available to respond to emergencies.

4.48 At a minimum, equipment will be stored, maintained, and replaced according to manufacturer's specifications and recommendations.

Site Selection & Activity Conduction

4.49 The partner organization will conduct staff and member technical skill training and assessment for any work or service conducted in a steep land-based environment via any technical land-based activity medium, such as rope access work or tree climbing.

4.50 Staff and/or activity supervisors will assess and continually monitor weather conditions prior to commencing any technical land-based activity.

4.51 Multipitch rock and/or rappelling activities will not occur.

4.52 A safety briefing will be conducted prior to any activity. Specific safety briefing considerations are listed below. All technical land-based activities will be debriefed for safety management learning and outcomes.

Class IV & Steep Terrain

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general technical land-based policies, the following will apply:

4.53 Travel in steep, technical terrain will occur under the direct supervision of a qualified, pre-approved outfitter or partner organization. SCA staff or members will not lead activities or travel in steep, technical terrain.

4.54 Helmets will be worn where there is potential for rock or other objects falling from above.

4.55 Members and staff will receive adequate instruction and practice in technical system travel, including proper use of equipment, knots, travel techniques, and group management and communication procedures.

4.56 Members and staff will be instructed on lightning and storm procedures appropriate to the terrain and environment prior to the need to implement.

4.57 Travel in class IV terrain will not occur at night.

4.58 A safety briefing will be conducted prior to any travel or activities in steep, technical terrain, including:

- Sun safety, adequate hydration, and appropriate clothing and layering, and proper footwear
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs and helmets
- Travel and climbing techniques, including rope work and knots, and hardware use, etc.
- Group management and communication techniques and procedures, including pacing, spotting, and group corral zones, etc.
- Self and group rescue techniques and procedures, as appropriate
- Route, navigation, and/or activity plan
- Weather and objective hazards, and proper procedure for hazard mitigation, such as rockfall, lightning, etc.

Outdoor Rock Climbing & Rappelling

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general technical land-based policies, the following will apply:

4.59 Outdoor rock climbing, rappelling, and belaying activities will be led and directly supervised by a qualified, pre-approved outfitter or partner organization. SCA staff will not supervise outdoor rock climbing or rappelling activities.

4.60 Helmets will be worn in the area designated by the rock site supervisor.

4.61 Full body harnesses or a combination of seat and chest harness will be available for members and staff.

4.62 Members and staff less than six feet from the cliff edge will be attached to a safety line.

4.63 A safety briefing will be conducted prior to any rock climbing activities, including:

- Sun safety, adequate hydration, and appropriate clothing, and adequate footwear around the rock site.
- Personal safety equipment such as proper fit, wear, and routine inspection of helmets and harnesses, including tying back long hair and tucking away loose clothing/articles, etc.
- Appropriate behavior and management at the site, including waiting areas when not climbing
- Roles and proper technique for belayers, belay teams, and spotters, including belay attachment, stance and/or ground anchor attachment, technique appropriate to device, climber harness and tie-in double-check, communication with the climber, and belayer assessment/check-off
- Proper climbing, lowering, and rappelling technique, including tie-in and attachment
- Progressive or scaffolded challenges
- Objective hazards and proper procedure for hazard mitigation, including rock fall, other climbers and public, and site-specific hazards

Artificial Climbing Wall

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general technical land-based policies, the following will apply:

4.64 Artificial wall climbing and descending activities will occur under the direct supervision of a qualified, pre-approved outfitter, partner organization, or an SCA staff with equivalent training, experience, and certification. SCA staff will be pre-approved to lead artificial climbing activities.

4.65 A site supervisor will be designated as the climbing site manager.

4.66 An SCA site supervisor will supervise a maximum of three climber/belay teams with climbers on the wall at one time. All others will remain on the ground.

4.67 An SCA site supervisor will give detailed instruction, guidance, and roles to secondary supervising staff or adults, including for belay team supervision and/or backup belay, climber supervision and coaching, group management procedures, boundaries, and activities, etc.

4.68 Full body harnesses or a combination of seat and chest harness will be available for members and staff.

4.69 Climbers will receive proper instruction, including for progressive use (i.e., climbing short heights and descending, before climbing higher) for the use of auto belays and when climbing and lowering for the first time.

4.70 A safety briefing will be conducted prior to any wall climbing activity, including:

- Appropriate clothing and adequate footwear around the climbing site or facility
- Personal safety equipment such as proper fit, wear, and routine inspection of helmets and harnesses, including tying back long hair and tucking away loose clothing/articles, etc.
- Appropriate behavior and management at the site or facility, including waiting areas when not climbing
- Roles and proper technique for belayers, belay teams, and spotters, including belay attachment, stance and/or ground anchor attachment, technique appropriate to device, climber harness and tie-in double-check, communication with the climber, and belayer assessment/check-off
- Proper climbing, lowering, and rappelling technique, including tie-in and attachment
- Progressive or scaffolded challenges

Bouldering

ACTIVITY:						
Risk Assessment Before Controls				**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**	**Mitigation Strategies** Implemented	Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general technical land-based policies, the following will apply:

4.71 A ground hazard assessment will be conducted prior to any bouldering. Adequate landing protection, including the use of pads when available, will be used

4.72 Bouldering will only occur at a maximum of the climbers' feet at six feet off the ground.

4.73 Two spotters will be used per climber. Spotters will be instructed in proper technique.

4.74 A safety briefing will be conducted prior to any bouldering activity, including:
- Proper landing technique, including keeping feet together and absorbing impact
- Proper spotting technique, including protecting the climbers' head and neck, and protecting from spotter injury by keeping fingers together, versus apart, etc.
- Progressive or scaffolded challenges
- Objective hazards and proper mitigation, including ground and landing hazards, loose rock, etc.

High Ropes Course

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general technical land-based policies, the following will apply:

4.75 High ropes course activities will be led and directly supervised by a qualified, pre-approved outfitter or partner organization. SCA staff will not supervise high ropes course activities.

4.76 Full body harnesses or a combination of seat and chest harness will be available for members and staff.

4.77 The outfitter will conduct a safety briefing prior to any high or low ropes course activity.

4.78 Helmets will be worn within the confines of the high ropes course activity area.

4.79 SCA belayers will undergo training and assessment under the supervision of the outfitter.

4.80 A safety briefing will be conducted prior to any high ropes course activity, including:
- Sun safety, adequate hydration, appropriate clothing and adequate footwear around the climbing site or facility
- Personal safety equipment such as proper fit, wear, and routine inspection of helmets and harnesses, including tying back long hair and tucking away loose clothing/articles, etc.
- Roles and proper technique for belayers, belay teams, and spotters, including belay attachment, stance and/or ground anchor attachment, technique appropriate to device, climber harness and tie-in double-check, communication with the climber, and belayer assessment/check-off
- Proper climbing, lowering, and rappelling technique, including tie-in and attachment
- Progressive or scaffolded challenges

Snow-Based Activities

Definitions

Downhill Riding – Alpine or telemark skiing, snowboarding, snow biking, on terrain 20-degrees or steeper.

General Snow-Based

The following policies apply to all snow-based activities and winter environments:

Equipment

4.81 Staff will ensure members have appropriate cold weather clothing, with spares.

4.82 Safety equipment will be inspected and approved prior to use.

4.83 Suitable to the terrain, conditions, and activity, staff will have an appropriate repair kit available to make field repairs to clothing and equipment, and appropriate rescue equipment to respond to emergencies, including, for example, a shelter, snow insulation, evacuation equipment (i.e., rescue sled, etc.), and provision for hot drink.

Site Selection & Activity Conduction

4.84 The partner organization will conduct staff and member technical skill training and assessment for any work or service conducted in a winter environment via any snow-based activity medium.

4.85 Staff and/or activity supervisors will assess and continually monitor snow, surface, and weather conditions prior to commencing any snow-based activity.

4.86 Staff will provide opportunities for breaks to ensure adequate nutrition and hydration, and to prevent hypothermia and cold-related injuries.

4.87 Technical snow and ice climbing activities will not occur.

4.88 A safety briefing will be conducted prior to any activity. Specific safety briefing considerations are listed below. All snow-based activities will be debriefed for safety management learning and outcomes.

Cross-Country Skiing, Sledding, & Snowshoeing

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general snow-based policies, the following will apply:

4.89 Staff and members will cross country ski or sled in groups of at least two.

4.90 Staff and members will travel in conditions and on tracks within their ability level.

4.91 Groups will not travel under, on, or near slopes which may be considered avalanche terrain (20-degree slope or above).

4.92 A safety briefing will be conducted prior to any cross-country skiing, sledding, and snowshoeing activity, including:
- Sunscreen, adequate hydration, and appropriate clothing and layering (i.e., no cotton, thermals, fleece, shell, hat/gloves etc.)
- Ski or snowshoe equipment sizing, fit, and technique appropriate to the conditions
- Skiing etiquette, if applicable
- Activity plan, including boundaries
- Group management system (i.e., buddy system), and lost procedure
- Hypothermia and cold injury identification and prevention

Downhill Skiing & Snowboarding

ACTIVITY:						
Risk Assessment Before Controls				**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**	**Mitigation Strategies** Implemented	Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general snow-based policies, the following will apply:

4.93 Downhill riding or uphill travel will not occur in out-of-bounds, side country, or backcountry terrain, or when the ski area is closed.

4.94 Staff and members will be briefed on the Skier's Safety Act for ski-area travel, and will abide by these rules throughout all riding-related activities.

4.95 Industry approved helmets will be worn while downhill riding.

4.96 Releasable bindings with brakes with suitable DIN setting for rider weight and ability, or retention straps will be utilized.

4.97 Staff and members will ski in groups of at least two.

4.98 Groups will ski/ride on runs, features, terrain, and in conditions that are pre-approved by staff and within their ability level.

4.99 A safety briefing will be conducted prior to any downhill skiing or riding activity, including:
- Sunscreen, adequate hydration, and appropriate clothing and layering (i.e., no cotton, thermals, fleece, shell, gloves, etc.)
- Ski equipment sizing, fit, and technique appropriate to the conditions
- Skiing etiquette, if applicable (alpine skiers code)
- Activity plan, including boundaries
- Group management system (i.e., buddy system), check-in expectations, and lost procedure
- Hypothermia and cold injury identification and prevention

Dogsledding

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general snow-based policies, the following will apply:

4.100 Dogsledding will occur under the direct supervision of a qualified, pre-approved outfitter or partner organization. SCA staff or members will not lead dogsledding activities or be the primary caretakers of the dogs.

4.101 Dogs will be vaccinated according to the requirements of the state in which they are working.

4.102 Prior to running dogs, staff and members will receive proper and adequate instruction in the necessary dog handling skills.

4.103 A safety briefing will be conducted prior to any dogsledding activity, including:

- Sunscreen, adequate hydration and nutrition, and appropriate clothing and layering (i.e., no cotton, thermals, fleece, shell, hat/gloves, etc.)
- Dog and sled handling and care.
- Hypothermia and cold injury identification and prevention.

Ice Travel

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general snow-based policies, the following will apply:

4.104 Staff will assess and regularly monitor for ice condition and safety, including:

- Appropriate thickness (minimum 4 inches)
- Lack of seepage
- Color
- Sound
- Location
- Size of lake, river, etc.

4.105 A safety briefing will be conducted prior to any ice travel activity, including:

- Sunscreen, adequate hydration and nutrition, and appropriate clothing and layering (i.e., no cotton, thermals, fleece, shell, hat/gloves, etc.)
- Activity and group travel plan (i.e., one at a time, spotter, etc.)
- Self and group rescue techniques
- Signs of ice safety
- Hypothermia and cold injury identification and prevention.

Snowmobiling

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general snow-based policies, the following will apply:

4.106 Snowmobile operators will receive training and assessment from a qualified, pre-approved outfitter or partner organization prior to operating a snowmobile, including: terrain, snow condition, and route selection and assessment, rider position and riding technique, towing, self-rescue strategies.

4.107 Snowmobile operates will ride on terrain and in conditions that are designated and/or pre-approved and within their ability level.

4.108 Snowmobiling will not occur on, under, or near slopes which may be considered avalanche terrain (20-degree slope or above).

4.109 Industry approved helmets will be worn while snowmobiling.

4.110 Passengers will be instructed on riding position prior to riding.

4.111 Snowmobiles will be equipped with a shovel, a field communications device (e.g, radio, cell phone, etc.), a flag (when operated around the public), and a chain brake (when operated in firm surface conditions)

4.112 A safety briefing will be conducted prior to any snowmobiling activity or operation, including:

- Sunscreen, adequate hydration, and appropriate clothing and layering (i.e., no cotton, thermals, fleece, shell, gloves, etc.)
- Operator and rider technique, appropriate to the conditions, including appropriate speed
- Self-rescue strategy
- Activity plan, including designated route and boundaries
- Group management system (i.e., buddy system), check-in expectations, and lost procedure
- Hypothermia and cold injury identification and prevention

Snow Shelters & Camping

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general snow-based policies, the following will apply:

4.113 Members will be instructed in the use of shelters, campsite location, and sleeping systems.

4.114 Shelters and campsites will not be located under, on, or near slopes which may be considered avalanche terrain (20-degree slope or above).

4.115 Staff will ensure stable snowpack conditions and proper technique for building quinzhees, snow caves, igloos, or other snow shelters, including:
- Packing and compressing weak snow layers,
- Adequate time for the snowpack to sinter before carving out,
- Adequate ventilation

4.116 When constructing snow shelters, someone will be stationed outside the shelter with a shovel.

4.117 Snow shelters and tent locations will be marked and/or flagged.

4.118 A minimum of one shovel per two shelters or tents will be provided.

4.119 Tents will be outfitted with snow pegs.

4.120 Stove base boards will be provided.

4.121 Sufficient fuel and backup stove/lighter will be provided.

4.122 A safety briefing will be conducted prior to any snow shelter or camping activity, including:
- Sunscreen, adequate hydration and nutrition, and appropriate clothing and layering (i.e., no cotton, thermals, fleece, shell, hat/gloves, etc.)
- Snow campsite location selection and construction techniques.
- Hypothermia and cold injury identification and prevention.

Water-Based

Definitions

Open Deep- or Flat- Water Environment– aquatic environments involving still or slow-moving water, including lakes, non-surf beaches, channels, dams and rivers graded at or below class I. An open deep river has water speed slower than walking pace.

White Water Environment– aquatic environments involving moving/flowing water, including rivers graded from class I up to and including class IV.

Surf, Open Ocean, & Sea Water Environment – aquatic environments involving waves or swells, including beaches with breaking waves larger than 1 ft and/or ocean swell. Location might be exposed to currents, strong wind or waves. Rips may be present.

Confined Water Environment – aquatic environments involving a closed, still body of water with an area no greater than 300 x 300 ft, including swimming pools, hot tubs and hot springs.

Swimming – personnel immersed in water over head height, or on a personal flotation device such as a paddle board or tube. Swimming may occur on an SCA program for personal hygiene or cooling, recreation, group or personal development, or conservation service work.

Dipping – personnel standing in water under head height. Dipping may occur on an SCA program for personal hygiene or cooling, recreation, group or personal development, or conservation service work.

Wading – personnel standing in water under waist height. Wading may occur on an SCA program for personal hygiene or cooling, recreation such as fishing, group or personal development, or conservation service work.

General Water-Based

The following policies apply to all water-based activities and aquatic environments:

Equipment

4.123 Safety equipment will be inspected and approved prior to use.

4.124 Staff will have appropriate rescue equipment available to respond to emergencies, suitable to the aquatic environment and activity.

4.125 Each staff will carry a whistle.

4.126 Personal Flotation Devices (PFDs) will be approved by the US Coast Guard (USCG), and a suitable type (type III to V) to the environment, activity, and member/staff skill and experience level. PFDs will be correctly fitted and worn on the outermost layer in all weather. Activity-specific PDF requirements are listed below.

4.127 Helmets will be worn where there is a risk of head injury. Activity-specific helmet requirements are listed below.

Site Selection & Activity Conduction

4.128 The partner organization will conduct staff and member technical skill training and assessment for any work or service conducted in an aquatic environment via any water-based activity medium.

4.129 Staff will conduct ongoing site and activity assessment and management, due to the dynamic and variable conditions of water environments.

4.130 Activity area boundaries will be clearly defined and communicated to members.

4.131 Water comfort assessments will be conducted prior to swimming for the first time, or prior to any activity in which there is a risk of an unintentional swim.

4.132 PFDs and/or flotation aids will be utilized for weak or non-swimmers.

4.133 Members will be under direct sight and sound supervision in and around aquatic environments. Activity- and environment-specific supervision ratios are listed below.

4.134 Any level of water-based activity in any aquatic environment will not occur under the influence of any amount of alcohol.

4.135 A safety briefing will be conducted prior to any activity. Specific safety briefing considerations are listed below. All aquatic activities will be debriefed for safety management learning and outcomes.

Open Deep (Flat)-Water

Aquatic environments involving still or slow-moving water, including lakes, non-surf beaches, channels, dams, and rivers graded at or below class I. An open deep river has water speed slower than walking pace.

Definitions

Paddle Craft (or craft) – such as a canoe, kayak, paddleboat, or any other pre-approved human-powered paddle boat.
Vessel – such as any pre-approved sailboat propelled fully or in part by sails.
Boat – such as any motorized boat propelled by a motor.
Swimmer – personnel immersed or floating in water, including on a paddleboard, tube, or other flotation device, either from shore, dock, craft, vessel, or boat.

General Flat-Water

In addition to general water-based policies, the following will apply:

4.136 Current and forecasted weather conditions will be known and considered before any activity occurring in a flat-water environment.

4.137 Participant captained, guided, or operated (either by SCA staff or member) paddle craft, sailing vessels, or motorized boat will be under direct sight and sound supervision of a supervising outfitter, partner organization, or supervising SCA staff.

4.138 Night activities involving flat-water environments will only occur in calm conditions.

4.139 Each paddle craft, sailing vessel, or motorized boat will have a light source in evening, night, and dawn hours.

4.140 Self-rescue techniques appropriate to the paddle craft, sailing vessel, or motorized boat and environment will be taught, including immersion training.

Flat-Water Paddling

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general open deep (flat) water policies, the following will apply:

4.141 Flat-water paddling will occur under the direct supervision of a qualified, pre-approved outfitter, partner organization, or an SCA staff with a minimum current and valid American Canoe Association (ACA) certification, or equivalent. SCA staff will be pre-approved to lead flat-water paddle activities.

4.142 SCA staff will supervise a maximum of three paddle craft to one craft with staff on the water at a time. All others will remain on shore.

4.143 Paddle craft will not go underway in wind or water conditions in which a craft may capsize (25 mph). If underway, craft will go to the nearest harbor of refuge.

4.144 PFDs will be worn when a paddle craft is underway.

4.145 Helmets will be worn during paddle games and capsize drills.

4.146 A safety briefing will be conducted prior to any flat-water paddling activity, including:

- Sun safety, adequate hydration, and appropriate clothing for both air and water temperature (e.g., no cotton, thermals, wetsuits, etc.), and proper footwear
- Waterproofing equipment and gear
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs and helmets
- Paddle techniques to enable control of the craft prior to departure
- Self- and group-rescue techniques and procedures
- Group travel and communication techniques and procedures, including auditory and visual signals as appropriate
- Route, navigation, and/or activity plan
- Hazards including cold water immersion and other motorized and non-motorized boats
- Loading/unloading, and carrying equipment and craft

Flat-Water Motorized Boating

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general open deep (flat) water policies, the following will apply:

4.147 Flat-water motorized boating will occur under the direct supervision of a qualified, pre-approved outfitter, partner organization, or SCA staff with a current and valid State boating license. SCA staff will be pre-approved to lead motorized boating activities.

4.148 PFDs will be worn when on a boat under 30 feet in length is underway.

4.149 A safety briefing will be conducted prior to any flat-water boating activity, including:

- Sun safety, adequate hydration, and appropriate clothing
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs
- Appropriate speed, vessel maneuvering, and navigational techniques
- Self- and group-rescue techniques and procedures, including crew overboard
- Emergency procedures such as fire or motor failure
- Route, navigation, and/or activity plan
- Hazards including other motorized and non-motorized boats
- Loading/unloading, and carrying equipment

Flat-Water Swimming, Dipping, Wading, Paddling Boarding, Floating, & Jumping

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general open deep (flat) water policies, the following will apply:

4.150 Swimming (including paddle boarding and floating) will occur under direct sight and sound supervision of staff. Staff will be positioned to quickly intervene in the event of an emergency.

4.151 No more than one SCA staff to five swimmers (including paddle boarders, floaters, etc.) will be in the water at a time. All others will remain on shore.

4.152 Proper footwear for the aquatic floor will be worn. Aquatic floors will be assessed before bare feet is determined suitable.

4.153 Water comfort assessments will be conducted prior to swimming for the first time. Weak or non-swimmers will wear a PFD or utilize a flotation aid.

4.154 PFDs and/or flotation aids will be available for all swimmers, paddleboarders, and floaters.

4.155 Water will be entered feet-first, only.

4.156 Jumps over three times the height of the smallest person will not occur.

4.157 Jumps from height and water depth will be scouted and assessed by staff prior to jumping.

4.158 PFDs will be worn for all jumps from height.

4.159 A safety briefing will be conducted prior to any flat-water swimming, dipping, wading, or jumping activity, including:

- Sun safety, adequate hydration, and appropriate clothing and footwear
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs, and whistle use
- Environment appropriate group safety equipment such as paddle, throwbag, etc.
- Site and activity boundaries
- Designated entry and exit points
- Site-specific hazards, including wildlife, public (e.g., boaters, swimmers, fisher-people, or cold water immersion), etc.

White & Moving (Swift)-Water

Aquatic environments involving moving/flowing water, including rivers graded from class I up to and including class IV.

Class I – Moving water with riffles and small waves. Few or no obstructions.

Class II – Straightforward rapids with smaller waves and clear channels that are obvious without scouting. Some maneuvering might be required.

Class III – Rapids with high, irregular waves. Narrow passages that often require precise maneuvering.

Class IV – Long, difficult rapids with constricted passages that often require complex maneuvering in turbulent water. The course may be hard to determine and scouting is necessary. Swims may be hazardous.

Class V – Extremely difficult, long, and very violent rapids with highly congested routes, which need to be scouted from shore. Rescue conditions are difficult.

Class VI – These runs have almost never been attempted and exemplify the extremes of difficulty and danger. Rescue may be impossible.

Definitions

Whitewater Craft (or craft) – such as whitewater canoe, whitewater kayak (hard-shell or inflatable), or whitewater raft (paddle or oar-rig).

Type V PFD – A USCG approved wearable PFD with a minimum buoyancy of 15.5 lbs., may or may not have a pillow.

General White & Moving-Water

In addition to general water-based policies, the following will apply:

4.160 Current and forecasted weather and water (i.e., dam release) conditions will be known and considered before any activity occurring in a whitewater environment.

4.161 Participant captained or guided (either by SCA staff or member) whitewater craft will be under direct sight and sound supervision of a supervising outfitter, partner organization, or supervising SCA staff.

4.162 Night activities involving whitewater environments will not occur. Rapids will only be run in daylight, in order to perform appropriate emergency response, if necessary.

4.163 Self-rescue techniques appropriate to the whitewater craft will be taught, including swim positions, re-entry, wet-exit, and capsize training.

4.164 Type V PFDs will be worn during any activity involving a white or moving-water environment. PFDs will be worn while in or on a whitewater craft, including when tied to the shore.

4.165 All members and staff will carry a whistle.

4.166 Motorized boating will not occur in whitewater environments.

Whitewater Canoeing

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general white & moving-water policies, the following will apply:

4.167 Whitewater canoeing will occur under the direct supervision of a qualified, pre-approved outfitter, partner organization, or SCA staff with equivalent training and experience. SCA staff will be pre-approved to lead moving-water canoe activities.

4.168 SCA staff will only supervise canoeing on class I and II whitewater. SCA staff will not supervise whitewater canoeing rated class III or above.

4.169 SCA staff will supervise a maximum of three canoes in the water per one qualified staff member at a time. All others will remain on shore.

4.170 Class II and III whitewater will only be run when members and staff have been trained and assessed to competently maneuver a canoe in moving water.

4.171 Class IV and V whitewater will not be run in a canoe during an SCA program.

4.172 Helmets will be worn while whitewater canoeing rated class II or above, during capsize drills, and paddle games.

4.173 A wrap kit and rescue rope will be immediately available to be used by trained and qualified personnel, only.

4.174 A safety briefing will be conducted prior to any whitewater canoe activity, including:

- Sun safety, adequate hydration, and appropriate clothing for both air and water temperature (e.g., no cotton, thermals, wet/dry suits, splash gear, etc.), and proper footwear designed to protect the toes, bottoms, and stay secured in moving water.
- Waterproofing equipment and gear, and proper equipment loading, securing, and tie-downs.
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs and helmets.
- Paddle techniques (e.g., forward, backward, draw, J-stroke, etc.) to enable control of the canoe.
- Canoe maneuvering (e.g., ferry angles, eddy catching, etc.)
- River hazards (e.g., strainers, holes, foot entrapment, T-grip, etc.), seating and bracing.
- Self- and group-rescue techniques (e.g., whitewater swim, wet-exit, re-entry, receiving a throw bag, capsize training, etc.)
- Route and/or activity plan, including group travel procedure (e.g., running order and distance), communication (i.e., auditory and visual signals), and rapid management
- Loading/unloading, and carrying equipment and canoes.

Whitewater Rafting

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general white & moving-water policies, the following will apply:

4.175 Whitewater rafting will occur under the direct supervision of a qualified, pre-approved outfitter, partner organization, or SCA staff with equivalent training and experience. SCA staff will be pre-approved to lead moving-water raft activities.

4.176 SCA staff will only supervise rafting on class I-II whitewater. SCA staff will not supervise whitewater rafting rated class III or above.

4.177 SCA staff will supervise a maximum of one raft in the water per one qualified staff member at a time. All others will remain on shore.

4.178 Members and staff will only captain after having been trained and assessed to competently maneuver a raft and read moving water. Supervising staff (either outfitter, partner, or SCA staff) will always be in position to quickly intervene and assume command of the raft.

4.179 Class IV-V whitewater will not be run in a raft during an SCA program.

4.180 Helmets will be worn while whitewater rafting rated class III or above, during capsize drills, and paddle games.

4.181 A wrap kit and rescue rope will be immediately available to be used by trained and qualified personnel, only.

4.182 A pump and spare paddle or oar will accompany each raft trip.

4.183 A safety briefing will be conducted prior to any whitewater rafting activity, including:

- Sun safety, adequate hydration, and appropriate clothing for both air and water temperature (e.g., no cotton, thermals, wet/dry suits, splash gear, etc.) and proper footwear designed to protect the toes, bottoms, and stay secured in moving water
- Waterproofing equipment and gear, and proper equipment loading, securing, and tie-downs
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs and helmets
- Paddle techniques to enable control of the raft, as appropriate
- Raft maneuvering (e.g., ferry angles, eddy catching, etc.)
- River hazards (e.g., strainers, holes, foot entrapment, T-grip, etc.), seating and bracing
- Self- and group-rescue techniques (e.g., whitewater swim, re-entry, receiving a throw bag, capsize training, etc.)
- Route and/or activity plan, including group travel procedure (e.g., running order and distance), communication (i.e., auditory and visual signals), and rapid management
- Loading/unloading and carrying equipment and rafts.

Whitewater Kayaking

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general white & moving-water policies, the following will apply:

4.184 Whitewater kayaking will occur under the direct supervision of a qualified, pre-approved outfitter, partner organization, or SCA staff with equivalent training and experience. SCA staff will be pre-approved to lead moving-water kayak activities.

4.185 SCA staff will only supervise kayaking on class I-II whitewater. SCA staff will not supervise whitewater kayaking rated class III or above.

4.186 SCA staff will supervise a maximum of three kayaks in the water per one qualified staff member at a time. All others will remain on shore.

4.187 Members and staff will only run whitewater rated class II or III after having been trained and assessed to competently maneuver a kayak and read moving water.

4.188 Class IV and V whitewater will not be run in a kayak during an SCA program.

4.189 Helmets will be worn while kayaking on moving water regardless of rating, during capsize drills, and paddle games.

4.190 A wrap kit and rescue rope will be immediately available to be used by trained and qualified personnel, only.

4.191 A safety briefing will be conducted prior to any whitewater kayak activity, including:

- Sun safety, adequate hydration, and appropriate clothing for both air and water temperature (e.g., no cotton, thermals, wet/dry suits, splash gear, etc.), and proper footwear designed to protect the toes, bottoms, and stay secured in moving water
- Waterproofing equipment and gear, and proper equipment loading, securing, and tie-downs
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs and helmets
- Proper kayak fitting and brace adjustments, bracing in hard-shell kayaks, or seating and bracing in inflatable kayaks
- Paddle techniques to enable control of the kayak, as appropriate
- Kayak maneuvering (e.g., ferry angles, eddy catching, etc.)
- River hazards (e.g., strainers, holes, foot entrapment, etc.)
- Self- and group-rescue techniques (e.g., whitewater swim, wet-exit, re-entry, receiving a throw bag, capsize training, etc.)
- Route and/or activity plan, including group travel procedure (e.g., running order and distance), communication (i.e., auditory and visual signals), and rapid management
- Loading/unloading, and carrying equipment and kayaks.

White & Moving-Water Swimming, Dipping, Wading, & Jumping

ACTIVITY:						
Risk Assessment Before Controls				**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**	**Mitigation Strategies** Implemented	Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general white & moving-water policies, the following will apply:

4.192 Swimming (including paddle boarding, tubing, and floating), dipping, and wading will occur under direct sight and sound supervision of staff. Staff will be positioned to quickly intervene in the event of an emergency.

4.193 No more than one SCA staff to five swimmers (including paddle boarders, floaters, etc.) will be in the water at a time. All others will remain on shore.

4.194 Intentional rapid swims will only occur under the direct supervision of a qualified, pre-approved outfitter or partner organization, and under the following conditions:
- Helmets and PFDs are worn
- Outfitter or partner organization has significant experience at rapid swim site under similar conditions
- Supervising personnel is positioned for rescue
- Supervising personnel have swum the entire rapid first, identifying hazards and determining a management plan
- One additional supervising personnel are present per SCA personnel in the rapid (e.g., two supervising personnel to one SCA personnel in the rapid, or three supervising personnel to two SCA personnel in the rapid). All others must be on shore.

4.195 PFDs will be worn while swimming, dipping, wading, and floating in water above the shin (including paddle boarding).

4.196 Proper footwear for the river bottom and current speed will be worn.

4.197 Water will be entered feet-first, only.

4.198 Jumping from height into moving water will not occur.

4.199 A safety briefing will be conducted prior to any swimming, dipping, wading, or floating activity, including:
- Sun safety, adequate hydration, and appropriate clothing for both air and water temperature, and proper footwear designed to protect the toes, bottoms, and stay secured in moving water
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs and helmets
- Site and activity boundaries
- Designated entry and exit points
- Group management and communication techniques
- Site-specific and river hazards, including wildlife, public (e.g., boaters, swimmers, or fisher-people), cold water immersion, etc.

Surf, Open Ocean, & Sea

Aquatic environments involving waves or swells, including beaches with breaking waves larger than 1 ft and/or ocean swell. Location might be exposed to currents, strong wind or waves. Rips may be present.

Definitions
Paddle Craft (or craft) – such as a sea kayak or any other pre-approved human-powered paddle boat.
Vessel – such as any pre-approved sailboat propelled fully or in part by sails.
Boat – such as any motorized boat propelled by a motor.
Swimmer – any person immersed or floating in the open ocean or sea, either from the shore or a boat, including swimming, floating, paddle boarding, boogie boarding, surfing, and snorkeling.

General Surf, Open Ocean, & Sea

In addition to general water-based policies, the following will apply:

4.200 Current and forecasted weather, sea, and tide conditions will be known and considered before any activity occurring in a surf, open ocean, or sea environment.

4.201 Participant paddled, captained, or operated (either by SCA staff or member) paddle craft, sailing vessel, or motorized boat will be under direct sight and sound supervision of a supervising outfitter, partner organization, or supervising SCA staff.

4.202 Night activities involving surf, open ocean, or sea water environments will only occur in calm conditions.

4.203 Each paddle craft, sailing vessel, or motorized boat will have a light source in evening, night, and dawn hours.

4.204 Self-rescue techniques appropriate to the paddle craft, sailing vessel, or motorized boat and environment will be taught, including immersion/overboard training.

Open Ocean Motorized Boating

ACTIVITY:						
Risk Assessment Before Controls				**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**	**Mitigation Strategies** Implemented	Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general surf, open ocean, and sea policies, the following will apply:

4.205 Open ocean motorized boating will occur under the direct supervision of a qualified, pre-approved outfitter, partner organization, or SCA staff with a current and valid boating license. SCA staff will be pre-approved to lead motorized boating activities.

4.206 PFDs will be worn when on a boat under 30 feet in length is underway.

4.207 A safety briefing will be conducted prior to any open ocean boating activity, including:

- Sun safety, adequate hydration, and appropriate clothing
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs
- Appropriate speed, vessel maneuvering, and navigational techniques
- Self- and group-rescue techniques and procedures, including crew overboard
- Emergency procedures such as fire or motor failure
- Route, navigation, and/or activity plan
- Hazards including other motorized and non-motorized boats
- Loading/unloading, and carrying equipment

Surf, Open Ocean, & Sea Swimming, Dipping, Wading, & Jumping

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general surf, open ocean, and sea policies, the following will apply:

4.208 Diving activities, including scuba and skin diving, will only occur under the direct supervision of a qualified, pre-approved outfitter. SCA staff will not lead scuba or skin-diving activities in an ocean environment.

4.209 Swimming (including paddle boarding and floating) will occur under direct sight and sound supervision of staff. Staff will be positioned to quickly intervene in the event of an emergency.

4.210 No more than one SCA staff to five swimmers (including paddle boarders, floaters, etc.) will be in the water at a time. All others will remain on shore or on a boat.

4.211 While swimmers are in the water one adult will monitor scene safety from the shore or boat.

4.212 When surf is present, swimming activities will be conducted under the supervision of an ocean or surf certified lifeguard, preferably at a patrolled beach.

4.213 SCA staff with a current and valid ocean or surf life-guard certification, or equivalent, will be pre-approved before supervising surf swimming activities.

4.214 In the event SCA staff act as the sole lifeguard, appropriate rescue equipment will be available, including rescue board or buoy, etc.

4.215 Surf and open ocean swimming, dipping, and wading boundaries will be established and communicated prior to entering the water, according to:
- Weather
- Current
- Depth of water
- Public activity such as boaters and swimmers
- Marine life
- Public and patrolled lifeguards
- Swimmer ability
- Staff limitations

4.216 Potentially hazardous areas such as drop-offs, rips, and submerged objects will be out-of-bounds.

4.217 Staff will assess for significant marine stingers (e.g., jellyfish, coral, etc.) and brief members on how to avoid them.

4.218 Members and staff will undergo an ocean water comfort assessment prior to surf or ocean swimming.

4.219 Weak or non-swimmers will wear a PFD while swimming.

4.220 PFDs and/or flotation aids will be available for all swimmers, paddleboarders, and floaters.

4.221 Proper footwear for the sea floor will be worn. Sea floors will be assessed before bare feet is determined suitable.

4.222 Water will be entered feet-first, only.

4.223 Jumping from height into surf, open ocean, or sea water will not occur.

4.224 A safety briefing will be conducted prior to any surf or sea swimming, dipping, or wading activity, including:
- Sun safety, adequate hydration, and appropriate clothing and footwear
- Personal safety equipment such as proper fit, wear, and routine inspection of PFDs
- Site and activity boundaries
- Designated entry and exit points
- Site-specific and ocean hazards, including current and ripe-tide awareness, marine life and stingers, public and boat traffic.

Snorkeling

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies, general surf, open ocean, and sea policies, and surf, open ocean, & sea swimming, dipping, and wading policies, the following will apply:

4.225 Snorkeling will occur only in calm conditions and clear water.

4.226 Members and staff will use the buddy system while snorkeling

4.227 A snorkel 'dive plan' will be determined and communicated prior to snorkeling, including:
- Boundaries,
- Route (if a linear dive)
- Entry/exit points
- Hazards such as marine life, currents, weather, public and boat traffic, natural or man-made structures.

4.228 A safety briefing will be conducted prior to any snorkeling activity, including:
- Buddy system, hand signals, group formation, etc.
- Gear fit, use, and care
- Surface dives
- Pressure on eardrums and methods for equalization

Surfing

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies, general surf, open ocean, and sea policies, and surf, open ocean, & sea swimming, dipping, and wading policies, the following will apply:

Definitions
Wave Riding – any surfing activity such as surf boarding, body surfing, or boogie boarding.

4.229 Surf boarding activities will only occur under the direct supervision of a qualified, pre-approved outfitter or partner organization. SCA staff will not lead surf boarding activities.

4.230 Members and staff will not ride waves in conditions which may exceed their ability.

4.231 Riptide recognition and escape techniques will be taught prior to any wave riding activity.

4.232 Members and staff will wear leashes while surf or boogie boarding.

4.233 Members and staff will demonstrate competency in releasing their leash while underwater prior to surfing.

4.234 A safety briefing will be conducted prior to any wave riding activity, including:
- Group management techniques such as the buddy system
- Proper wave riding technique
- Leash entanglement hazards

Confined Water

Aquatic environments involving a closed, still body of water with an area no greater than 300 x 300 ft, including swimming pools, hot tubs and hot springs.

General Confined Water

In addition to general water-based policies, the following will apply:

4.235 Helmets will be worn when conducting paddle craft capsize drills or games from paddle crafts.

4.236 Scuba diving activities will only occur under the direct supervision of a qualified, pre-approved outfitter or partner organization. SCA staff will not lead scuba diving activities.

Confined Water Swimming, Dipping, Wading, & Jumping

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

In addition to general water-based policies and general confined water policies, the following will apply:

4.237 Water comfort assessments will be conducted prior to confined swimming activities.

4.238 PDFs and other flotation devices will be utilized by weak and non-swimmers.

4.239 Minor swimmers will be under direct sight and sound supervision of staff.

4.240 Rescue equipment, such as a rescue buoy or rescue flotation device, will be available at swim sites.

4.241 Progression and demonstration of proper technique will be required to jump from heights (i.e., diving boards and high dives).

4.242 A safety briefing will be conducted prior to any confined water swimming, dipping, or wading activity, including:

- Sun safety, adequate hydration, and appropriate clothing and footwear
- Hot-tub or hot-springs safety
- Glass or other breakable objects
- Running and slippery surfaces

5. Weather & Environment

General Weather & Environment

5.1 Epidemic or pandemic conditions and associated program design, planning, and operational policies and procedures will be addressed in a separate document. Policy related to epidemic or pandemic conditions will supersede any policy, procedure, or other framework contained in this field guide.

Severe & Inclement Weather

Definitions

Named Storm – a storm that has reached sustained wind speed of 39 mph is assigned a name by the World Meteorological Organization.

Severe Weather Hazard Prevention

The possibility for severe and inclement weather exists for all programs and projects. Emergency Response Planning (ERPs) and contingency planning, including alternate and/or indoor service work, and flexible project timelines and goals are necessary to reduce the risk of exposure to severe weather and associated hazards. Additionally, staff should conduct localized risk assessments for any given activity or location should any of these inclement weather conditions exist.

General Severe & Inclement Weather

5.2 In the event a weather warning is issued for the program or living area, staff will discuss the risk of their location and plans, and the associated itinerary, travel, and service contingency options with their program supervisor.

5.3 Staff will be responsible for monitoring and managing all aspects of severe weather, including extreme heat/cold temperatures, whiteouts and decreased visibility, gusty and sustained winds, lightning, heavy and prolonged precipitation events, flash flooding, wildfire, and poor air quality, etc.

5.4 Staff will be aware of all evacuation routes and contingency plans during threats or events of severe weather.

Named Storm

ACTIVITY:						
Risk Assessment Before Controls				**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**	**Mitigation Strategies** Implemented	Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Named Storm – a storm that has reached sustained wind speed of 39 mph is assigned a name by the World Meteorological Organization.

Wind restrictions are listed by activity type in the Outdoor & Adventure Activity section. Policy related to falling tree hazard and assessment is located in the Living Site & Standards section.

5.5 Prior to tropical storm and hurricane season, named storm contingency plans, including housing and accommodation considerations, will be determined and recorded in the position's ERP.

5.6 Members and staff will notify their program supervisor when storm warnings are issued.

5.7 Members and staff will discuss evacuation and contingency plans prior to needing to use them, and prior to any potential issuance of a local evacuation order.

Lightning

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Lightning Strike Prevention

Staff can be as proactive as possible by reading the weather, monitoring for changes in the sky and atmosphere, and adjusting travel itineraries and work plans to avoid lightning prone areas. Cumulonimbus clouds are large, dense, and anvil-shaped, and are indicators of thunder/lightning storms. Lightning strikes often occur in open, high, and exposed terrain, including near or on water, and on large and dense objects such as trees. To gauge the distance from an approaching storm, begin counting at the first lightning flash until thunder is heard. Every five seconds is approximately one mile.

5.8 Staff will monitor for developing conditions and prioritize prevention when lightning may be a threat.

5.9 Members will receive adequate instruction in lighting procedures prior to the need to use them, and prior to conducting service or travel under remote supervision.

5.10 Staff will manage the immediate risk of lightning strike based on the following rules in conjunction with all other variables:

- 30/30 Rule: at **30 seconds between flash/boom** (6 miles), *personnel should avoid lightning prone areas* (i.e., high, exposed, water, large trees, shallow caves, overhangs, small picnic or rain shelters, etc.) and seek shelter, when available. If enclosed structure, building or vehicle shelter is not available, personnel should seek a large area with uniform trees. *As a storm is departing, personnel should wait 30 minutes after the last thunder before resuming activity.*
- 15-Second Rule: at **15 seconds between flash/boom** (3 miles), *personnel in backcountry or exposed environments should prepare for lightning position,* including spacing personnel approximately 25 ft apart as space allows, locating non-conductive items to crouch or sit on such as backpacks, sleeping pads, etc., and removing metal objects.
- 5-Second Rule: at **5 seconds between flash/boom** (1 mile), *personnel in backcountry or exposed environments should be in lightning position,* including crouching on an insulated surface with feet and knees together, head tucked

down and hands over ears. Lightning within 1 mile poses an immediate threat and is well within range of striking.

Temperature – Heat

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Heat Index – also known as "apparent temperature," is the combination of humidity (moisture in the air) and air temperature. The heat index is what the temperature feels like to the body. When humidity is high the rate of evaporation from the body decreases, thereby decreasing the body's ability to cool itself from perspiration.

Heat Illness Prevention

Heat illnesses are caused by an imbalance of water, electrolytes, and/or heat in the body. A person's vulnerability to heat illness can be affected by age, general health, acclamation, sunburn, use of medications, and consumption of food, water, alcohol, and caffeine.

A combination of preventative strategies and techniques can help to prevent heat illness. These include: moderation of activities, such as conducting activity early and/or late in the day. Ensuring adequate rest, nutrition, and hydration (approximately three to five liters per day) and additional electrolytes to replenish those lost during perspiration. Adequate shade and access to cooling, such as cool bandanas, water sites for dipping. Sun-safe clothing that is loose-fitting, light-colored and lightweight, and made from breathable fabrics, as well as wide brimmed hats.

5.11 When the ambient air temperature is approximately 90°F to 99°F, pertinent factors (e.g., humidity, wind, access to water, shelter, activity duration, pre-existing health conditions, etc.) will be considered. The temperature and associated considerations will inform any decision to travel or to conduct outdoor physical activity or service, including modifications and accommodations.

5.12 When ambient air temperature is approximately 100°F or hotter, strenuous outdoor physical activity will not occur. Activities and project plans will be modified to reduce activity and duration and to include frequent and adequate:

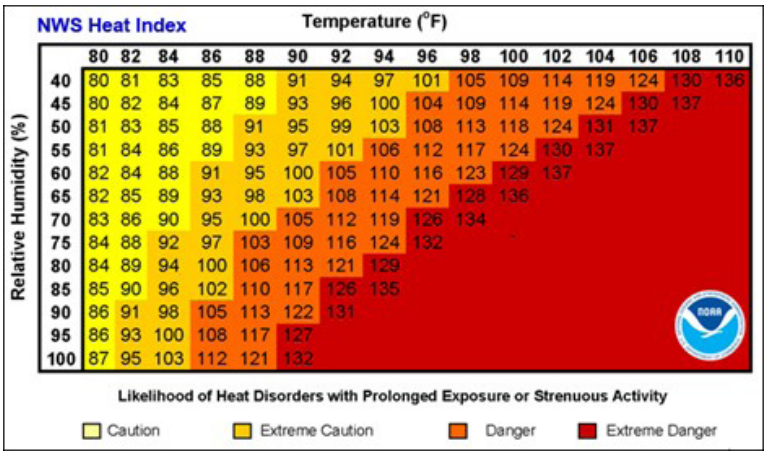
- breaks,
- access to drinking water,
- cooling and shade.

5.13 When ambient air temperature is approximately 100°F or hotter members will be under direct supervision of staff.

5.14 When the heat index is approximately or forecasted to be 125°F or higher, outdoor travel or activity will not occur.

5.15 During periods of extreme heat and/or extreme exertion, electrolyte replacement fluids will be available for use and consumption, in accordance with the manufacturer's instructions.

Heat Index Reference Chart



Temperature – Cold

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Wind Chill – the combination of wind and air temperature. The wind chill is what the temperature feels like to the body. As wind increases it draws heat from the body, thereby decreasing skin temperature and eventually internal body temperature.

Cold Injury & Hypothermia Prevention

Contributory factors to cold injury and hypothermia are wet/dampness, improper dress, exhaustion, and inadequate nutrition and hydration. Additional pre-existing conditions may include hypertension, hypothyroidism, and diabetes, as well as poor physical conditioning.

A combination of preventative strategies and techniques can help to prevent cold injury and hypothermia. These include dressing in layers utilizing moisture wicking materials (e.g., non-cotton, thermals, under fleece, under down, under shell layers, and wearing a warm at and insulated gloves). When working in snow and wet environments, spare, dry gloves help to keep hands warm while wet ones dry out. Ensuring boots are not too tight to restrict blood flow, and changing socks frequently helps to reduce the risk of immersion foot. Additionally, drinking warm fluids and adequate provision for hot drinks help to prevent cold injury and hypothermia.

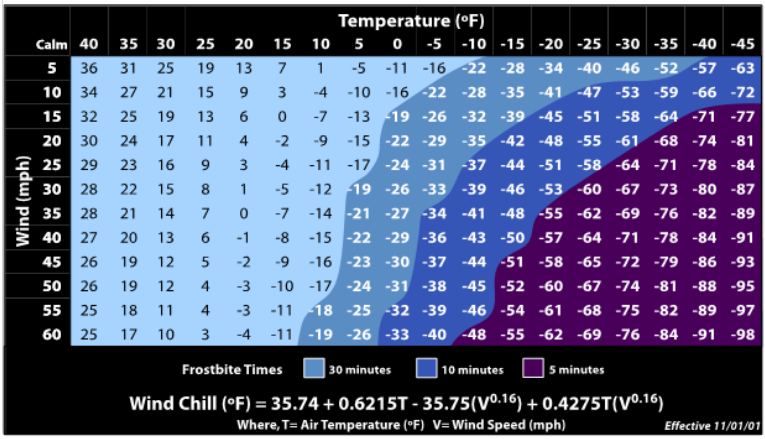
5.16 When the ambient air temperature is approximately or 10°F to 0°F, pertinent factors (e.g., humidity, wind, shelter, activity duration, pre-existing health conditions, etc.) will be considered. The temperature and associated considerations will inform any decision to travel or to conduct outdoor activity or service, including modifications and accommodations.

5.17 When the ambient air temperature is approximately -5°F or colder, outdoor travel or activity will be modified to significantly reduce outdoor/cold exposure time.

5.18 When the ambient air temperature is approximately or forecasted to be -15°F or below, outdoor travel or activity will not occur.

5.19 During periods of extreme cold, provision for hot drink will be available for use and consumption.

Wind Chill Reference Chart



Air Quality Index (AQI)

5.20 Air quality is a concern in both urban environments and backcountry settings. The following AQI and policies should not apply to personnel conducting active fire suppression work. Monitoring stations and additional smoke/air quality information can be found at https://fire.airnow.gov, or via mobile apps such as airnow, among others.

**Sensitive groups comprise people with heart or lung disease, the elderly, children, and pregnant women.*

	Good 0-50 pm 2.5	**Moderate 51-100 pm 2.5**	**Unhealthy for sensitive groups 101-150 pm 2.5**	**Unhealthy 151-200 pm 2.5**	**Very unhealthy 201-300 pm 2.5**	**Hazardous >300 pm 2.5**
	Air quality poses little or no risk	Air quality is generally acceptable	Sensitive groups may experience health effects	All groups may experience health effects	Health alert	Emergency health alert
Cautionary Statement	None	Unusually sensitive groups should consider limiting prolonged or heavy exertion	Sensitive groups should limit time outdoors, avoid physical exertion, follow asthma management plan, and contact healthcare provider if respiratory/ cardiac symptoms present	All groups limit exertion and time outdoors All groups sleep in "clean" indoor room (with clean air) Sensitive groups avoid exertion and time outdoors	All groups stay indoors, avoid exertion All groups live and sleep in "clean" indoor room (with clean air)	All outdoor activities should be limited. Stay indoors and avoid exertion If symptomatic, evacuate the area or stay in "clean" indoor room
SCA AQI Policy and Procedure	None	Personnel should notify their supervisor if history of respiratory/ cardiac conditions exist	N95 mask will be provided to all personnel All groups: outdoor activities will not exceed 8 consecutive hours Sensitive groups: outdoor activities will not exceed 4 consecutive hours Sensitive groups will sleep indoors	N95 mask will be provided to all personnel All groups sleep indoors All groups: outdoor activities will not exceed 4 consecutive hours Sensitive groups: outdoor activities will not exceed 60 consecutive minutes	N95 mask will be provided to all personnel All groups: outdoor activities will not exceed 60 consecutive minutes Sensitive groups: outdoor activities will not occur	N95 masks will be provided to all personnel All groups: outdoor activities will not occur

Wildfire

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

NFDRS – US National Fire Danger Rating System

Low – Fuels do not ignite readily from small firebrands. However, a more intense heat source, such as lightning strike, may ignite fires in duff or light fuels.

Moderate – Fires can start from most accidental causes. With the exception of lightning strike in some areas, the number of starts is generally low.

High – Fine dead fuels ignite readily. Fires start easily from most causes.

Very High – Fires start easily from all causes. Immediately after ignition, fires spread rapidly and increase quickly in intensity.

Extreme – Fires start quickly, spread furiously, and burn intensely. All fires are potentially serious.

Wildfire Prevention

Wildfires may ignite suddenly, for example via a lightning strike or accidentally through a cigarette or poorly extinguished campfire. Climate, forest characteristics, terrain, and wind all contribute to a fire's ability and rate of spread. Hazy or smokey air will often precede a wildfire. However, hazy air does not necessarily mean that a fire is nearby. People often report a strong campfire smell and falling ash before seeing a wildfire.

If wildfire poses an immediate threat, use weather and terrain to escape the fire's path. Move across the slope away from the fire front, then down-hill towards the rear of the main fire. Find open or already burnt ground and do not go through flames unless a safe area is clearly visible. Smoke often poses the biggest threat. To avoid smoke inhalation, regulate breathing, use a dampened handkerchief over the nose. If there is a possibility of breathing superheated air use a dry, not moist, cloth.

5.21 Prior to wildfire season, wildfire contingency plans, including air quality monitoring stations indicative of the program or project location(s) will be determined and recorded in the position's ERP.

5.22 Staff will immediately notify their program supervisor and/or partner organization supervisor if a wildfire is suspected.

5.23 When wildfires are known or suspected to be in a program area, or when NFDRS rating is "high" or above, staff will be notified and contingency and evacuation plans discussed.

Environmental Hazards

Environmental Hazard Prevention

The majority of injuries documented during SCA programs stem from abrasions, lacerations, rashes, and bites/stings. Preparing and wearing appropriate clothing and PPE, such as long pants, sleeves, long socks, and gloves, appropriate to the project environments helps to minimize potential and severity of injury. Additionally, ensuring group first aid kits are adequately stocked and dispersed among the group. Environmental hazard identification, including education on potential reactions and techniques to avoid, mitigate, and manage reactions and illness is crucial. Once a member or group is exposed to an environmental hazard, members should be monitored, checked-in on often, and seek care before reactions become amplified.

General Environmental Hazards

5.24 Foraging practices will conform to partner and land management agency policy.

5.25 Known and confirmed foraged edibles will be consumed.

5.26 Environmental hazard identification, and prevention strategies and techniques will be taught and monitored.

Poison Ivy, Oak, and Sumac

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Poison Ivy, Oak, and Sumac Rash Background

Urushiol oil is the natural chemical found in the sap of these plants. Direct contact with the skin causes a bothersome rash, intense itching, and even blisters in approximately 90% of Americans. Touching the stems, roots, or leaves of poison ivy, oak, or sumac could lead to an allergic outbreak. Additionally, urushiol can stick to tools, shoes, clothes, or any other object, and could then cause a reaction in a susceptible person from handling these objects. Sensitivity to urushiol can develop at any time, and almost all parts of the body are vulnerable. Places where the skin is thinner, such as the back of legs and arms, are more sensitive, versus thicker areas of skin such as soles of the feet and palms of the hands.

Poison Ivy, Oak, and Sumac Rash Prevention

Plant identification and avoidance is the most useful prevention strategy. Red stems with leaves of three (let them be!) is the classic saying for poison ivy and poison oak. However, poison sumac has 7 to 13 leaves on a branch. Long pants, sleeves, and gloves, and frequent hand and tool washing also help to prevent exposures. If exposed to urushiol, quick washing by first rinsing, then using soap and water, helps to decrease the chance of an allergic outbreak. In minor cases, a wet compress or soaking in cool water may help relieve the discomfort of rash and itch. In more moderate cases oral antihistamines may help, or topical hydrocortisone creams. For more serious cases, prescription corticosteroid drugs and creams are recommended. If rapid swelling occurs (e.g., in 4 to 12 hours instead of the normal 24 to 48), swollen eyes and skin blisters may occur. These are severe or critical cases, in which emergency service intervention is required.

5.27 Members will receive adequate instruction in poisonous plant identification and prevention prior to conducting service or travel in hazardous plant environments.

5.28 A safety briefing will be conducted prior to any service or activities in hazardous plant environments, including:

- Appropriate clothing to minimize exposure (e.g., long pants, sleeves, gloves, etc.)
- Plant and hazard identification
- First signs and indicators of exposure (e.g., redness, swelling, rash, itch, etc.), and immediate steps to reduce risk of outbreak (e.g., rinsing and washing)
- Signs to monitor for serious or severe reactions

Poison Ivy

Poison Oak

Poison Sumac

Ticks & Tick-Borne Illness

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Tick-Borne Illness Background

Ticks carry a variety of bacteria and parasites, including Rickettsia which carries Rock Mountain spotted fever, Babesia which causes the illness Babesiosis, and Borrelia burgdorferi, which carries Lyme disease. These diseases can range in severity and signs and symptoms, such as rash, fatigue, fever and chills, joint pain, and heart and nervous system complications can vary between patients. Antibiotics are typically the first line of treatment for recent exposures and newly developed signs and symptoms. If a tick is properly removed within 24 hours by using sharp tweezers to grasp as close to the skin as possible, pulling away in a steady motion and washing the site with soap and water, illness may be prevented before pathogens have the chance to be transmitted.

Tick-Borne Illness Prevention

Ticks are found in wooded areas and tall grasses. Tick bites, and therefore tick-borne illness, may be prevented by wearing long pants, socks, and sleeves, and tucking shirts into pants and pants into socks. Additionally, Permethrin may be used to treat the inside of clothing and equipment to help repel ticks, or DEET or Picaridin according to manufacturer's instructions. Performing tick checks by checking vulnerable areas such as the neck, under the arms,

around the elbows and wrists, around the waist, groin, thighs, and behind the knees should be conducted on a regular and frequent basis, such as during lunch and in the late afternoon. If a tick is found, early signs and symptoms such as a rash or other illness symptoms, should be monitored for and immediately reported. Early medical attention and antibiotics can help prevent serious and long-term illness.

5.29 Members will receive adequate instruction in tick identification and prevention prior conducting service or travel in hazardous tick prone environments.

5.30 A safety briefing will be conducted prior to any service or activities in tick prone environments, including:

- Appropriate clothing to minimize exposure (e.g., long pants, sleeves, socks, gaiters, gloves, etc.)
- Available chemical barriers and repellents (e.g., Permethrin, DEET, Picaridin)
- Tick checks, including frequency, technique, and tick identification
- Proper tick removal
- First signs and indicators of tick-borne illness exposure (e.g., redness, swelling, rash, etc.), and immediate steps to reduce risk of illness (e.g., rinsing and washing the site, medical testing and treatment)

Snakes

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Snakes Background

A variety of snake species are common throughout various North American climates and habitats. Not all snakes carry venom. However, the Cottonmouth (or Water Moccasin), Copperhead, and Coral Snake are three common venomous species found in the Southeast, the Rattlesnake is commonly found throughout the West and Southwest. Snakes may act defensively if disturbed or threatened. Symptoms of venomous snake bites vary, but may include swelling and pain at the site, nausea and vomiting, necrosis (dead or dying tissue), impaired vision, and paralysis, among others. Regardless of the type of snake bite, medical attention should be immediately sought

and the site should be pressure immobilized. No attempts should be made to kill or capture any snake.

Snake Bite Prevention

Snakes live in a variety of habitats and can be found in long grasses, under/around rocks, and near riverbanks. They tend to avoid interactions with humans and generally retreat or hide when humans are nearby. Therefore, when walking alone, such as to the bathroom, stomping and other movements that send small vibrations through the ground can help to avoid snake encounters. Blind placement of hands and feet should be avoided by using tools to shift rocks or other objects. If a snake is seen or heard, back away from the sound or snake and report the area to others.

5.31 Members will receive adequate instruction in snake and snake habitat identification prior conducting service or travel in snake prone environments.

5.32 A safety briefing will be conducted prior to any service or activities in snake prone environments, including:

- Appropriate clothing and footwear to minimize potential severity of snake bites (e.g., long pants, closed toe shoes, gloves, etc.)
- Proper procedure if a snake is encountered (e.g., don't attempt to capture or kill, back off, stomp the ground, notify others, etc.)

Bear Country

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Bear Country Background

Black bears are common throughout the Intermountain West, while Brown and Grizzly bears can be found in parts of Wyoming, Montana, Idaho, Washington, and Alaska. Bears hibernate in the winter and forage during spring, summer, and fall months. Bears scavenge seasonally available food sources such as berries, salmon, and often human garbage. They have extremely sensitive noses and sense of smell and are attracted to anything with any scent. They're most active in dusk, dawn, and night. Mothers can be very protective of their cubs, and every effort should be made to avoid coming between the two.

Bear Encounter Prevention

The top reason for bear encounters is surprise. Staying alert while travelling and serving in bear country is paramount, especially when traveling solo, or at the end of a long day. Being attentive to bear scat and/or tracks can help to alert to bears in the area. Securing bear attractants such as items with any scent, including food, food waste and wrappers, and toiletries will help. There are a variety of storage strategies and techniques, such as bear canisters, boxes, hangs and fences, many of which are required by some land managers. Tent placement should be at least 300 ft from the kitchen area. Safety in numbers help to ward off curious bears by using the buddy system and working/travelling in groups. If a bear is encountered, alert them and others to your and the

bear's presence by yelling "hey bear!" and waving your arms. Standing your ground and gathering in numbers may reduce the likelihood of a bear charging. Practicing in advance and deploying bear spray may help to deter a bear. If a black bear attacks you may aggressively defend yourself. If a brown or grizzly bear attacks you should "play dead" by keeping your pack on, lie face down with legs apart and clasp hands behind the head until the bear has left the area.

5.33 Bear avoidance and protection best practices will be taught and monitored, including for camp settings, group travel, at work sites, and while alone.

5.34 Any and all scented items will be properly stored, including:
- Outside of tents and portable shelters,
- In SCA or agency approved animal resistant containers,
- Enclosed within SCA or agency approved electric deterrent,
- Hung so that items are at least 12 feet above ground and 4 feet from the tree trunk.

5.35 Use and care of bear spray will be taught, practiced, and monitored.

5.36 Firearms will be approved by agency staff and the Program Supervisor prior to bringing in the field. Appropriate agency staff will train SCA personnel on firearm use and care.

5.37 Minor members will not use or handle firearms or ammunition. Parents will be notified in the event staff will carry a firearm on program.

5.38 A safety briefing will be conducted prior to any service or activities in bear country, including:
- Bear avoidance strategies (e.g., proper storage of scented items, camp setup, buddy and group travel, avoiding mother bears and cubs, etc.)
- Proper procedure if a bear is encountered (e.g., noise, notify others, bear spray use, techniques if a bear charges, etc.)

Public & Urban Environments

Activities Along Roads & Bike Lanes

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Accident & Incident Prevention

Appropriate signage should be used to caution motorists and/or cyclists of work being done along roads and bike paths. Orange cones and other highly visible signs or markers can be placed on either or both sides of the crew work site. Additionally, PPE should include highly visible and/or reflective clothing. Crossing busy intersections can pose additional risks and should be crossed at pedestrian designated crosswalks. When appropriate, field staff should act as crossing guards or lookouts to assist in crossing busy roads and bike paths.

Avoiding Theft

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Theft Prevention

Personal belongings and group equipment, such as backpacks, cell phones, first aid kits, etc., should not be left in vehicles while at the worksite or overnight. High value personal items, such as cell phones and wallets, should be kept with field staff and members; additionally, expectations regarding cell phone usage should be made clear early in the program. Field staff should ensure members understand and accept that any items left in a vehicle is at the members' own risk, and members are individually responsible for replacing any lost or stolen group equipment.

Biased Behavior

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

Unconscious Bias – social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

Confirmation Bias – the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.
Affinity Bias – leads us to favor people whom we feel we have a connection or similarity to.

Background
Public environments can pose added and significant risks to individuals and groups who identify with many demographics that are currently and historically subject to discrimination and prejudice, either in subtle, perceived, or outright forms. These identities are typically not members of the dominant cultural paradigm in the local areas SCA program occur, nor in the United States. These include, but are not limited to, visible signs of race/ethnicity, disability, sexual orientation, gender identity/expression, region, and/or English language competency.

Biased Behavior Prevention
The strategies outlined are used to supplement best safety practices and the guidance provided throughout leader training and this field guide. These strategies are flexible and can be used in conjunction with one-another, depending on the situation. These strategies are not comprehensive and should be tailored to any given circumstance.

Members and leaders should **self-educate** on the experience of team members' identities and the types of risks they may encounter throughout a position. As the group develops and the position progresses, staff should **listen to and respect the lived experience**, including any personal perception of risk and safety, from members and the team. Staff should **include identify related risks** in field risk assessments, safety briefings, and safety management plans. Additionally, resources should be included in the position's Emergency Response Plan (ERP). Before a new project or site, the team should review service and site management plans.

Field staff should trust members' intuition and gut feelings regarding biased behavior. There are several tools that can be employed as observations and suspicions are raised. These include working and **traveling in groups** or pairs or **establishing a 'point' person** or people to approach public dangers or threats and/or to act as a "buffer." **Carrying credentials** in the event someone challenges why a member or group is at a specific site doing specific work can be helpful. Credentials include uniforms, safety vets, and other publicly visible identifiers. Additionally, business cards for SCA and partner staff, and other documents that show credibility and intent can also help to re-direct public to authorized staff.

**See* Incident Management chapter for additional background, procedures, and guidance on biased behavior prevention and response.

6. The Living Site & Standards

General Living Site

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

Crew and members' living sites and accommodations make up an essential component of programming. In these spaces group culture is formed and normalized, and the time spent there can profoundly impact personal and group wellbeing.

Prevention

Expectations, boundaries, and routines around physical and shared spaces, and both group and individual times spent there, should be intentionally thought through, and communicated to crew members. Staff and leaders should purposefully incorporate members in the design of their living sites, including schedules, routines, and shared responsibilities. Individual time and space for down or personal time is vital for both group and individual wellbeing. At the same time, group routines and activities can help to positively shape group culture. Regular check-ins should be made available to continually assess and inform the stages of group development, group culture, and personal wellbeing.

Site & Accommodations Assessment

6.1 Frontcountry housing and/or accommodations will be assessed for safety and health risks prior to use. Situations will be avoided where hazards are identified and cannot be adequately mitigated. All hazards identified will be reported to the position supervisor as soon as possible, including:

- Mold
- Fire
- Flood
- Structural, including exposed asbestos

6.2 Designated and undesignated sites (including campsites, lunch, activity, and break spots) will be assessed prior to use and members will be briefed on site boundaries and site-specific hazards, including:

- Tree hazard and limb fall
- Rock fall
- Protection from severe weather
- Flash floods
- Wildlife encounters and hazards vegetation

Equipment

6.3 The following equipment will always be always located at the living site and accessible to everyone:

- First aid kid
- Communication device suitable to the area (e.g., phone/cell, radio, PLB, SAT phone

- Emergency response plan
- Member and staff prescribed medications (e.g., asthma inhaler, etc.)
- Safeguarded member and staff medical forms and waivers

6.4 Fuel will be stored outside of occupied shelters and away from any source of flame or spark.

6.5 Living sites will have a backup water purification system which may include chlorine, boiling, iodine tablets, filtration, or halogenation (chemical treatment).

Living Site Management

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

General Living Site Management: The first 24 hours

6.6 Within the first 24 hours of a program, leaders will teach proper hygiene and sanitation techniques in relation to:

- Bathroom and personal care
- Handwashing
- Dish washing
- Water treatment and consumption
- Food storage and handling

Bathroom, Toilet, & Latrines

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

Bathroom facilities and procedures vary, depending on the site, environment, group size, and other factors. When outdoor or natural bathrooms are utilized, Leave No Trace (LNT) principles and practices should be employed, according to the environment (such as forest, river, desert, etc.). In general, toilets should be used when available, unless a greater hazard is identified.

Prevention

To help prevent illness, staff should approach bathroom procedures as an essential living skill. Regular check-in procedures or group norms, including designated locations and structure (such as routine location of toilet and sanitation supplies and designated facilities or location by gender or other appropriate means) can help to ease stress and anxiety and build trust among members and their leaders. Staff should not assume members' comfort levels with new environments and systems. Additionally, changes

in diet may affect bowel movements. Gender specific hygiene and practices should be taught early in backcountry settings.

6.7 Regardless of age, appropriate bathroom technique and disposal of toilet paper and feminine products will be taught and aligned with land manager requirements and LNT principles.

6.8 A safety briefing will be conducted prior to the first night of a program, and at each new type of toilet (e.g., cathole, latrine, public facility, etc.), including:
- Environmental hazards (e.g., snakes, black-widow spiders, etc.),
- Proper hygiene and sanitation procedures,
- Proper use of the facility/system,
- Lost prevention and group management system, such as telling others where you are going if needing to go a distance, and/or buddy system.

Sleeping Arrangements

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

Adequate sleep is essential for personal health and safety, group development and cohesion, and meeting educational and service outcomes. Recognizing individual perceptions around social/emotional safety and sleeping environments and situations is integral toward getting adequate amounts and sleep. Staff should not assume nor project their personal perceptions or values around members' comfort with sleeping outdoors, sleeping around groups and new people, and with different sleep systems (i.e., bed versus sleeping bag). Creating a safe, open, and ongoing dialogue around sleep and sleeping environments is essential toward providing safe and effective programming.

Prevention

To help prevent injury, illness, and social/emotional harm and promote safer sleeping environments, staff should approach sleeping with intentional design and arrangements and through the lens of technical skill development. These arrangements and systems should be checked on, reviewed, and updated often throughout the duration of each program as the group develops and individual comfort levels evolve.

6.9 Sleeping arrangements will be suitable to accommodate staff's indirect supervision of minor members.

6.10 Staff will design sleeping arrangements to best support each member's emotional and physical safety.

6.11 Minor members will be separated into groups according to stated gender identity (versus perceived gender identity). Considerations for sleeping arrangements include:
- Stated gender identity,
- Emotional and physical safety,

- Situations in which the environment requires the whole group and staff together.

6.12 Members will know the location of staff's sleeping locations and have means to contact in the event of emergency.

6.13 A safety briefing will be conducted prior to the first night of a program, including:
- Location of staff, bathroom, water, and emergency resources (e.g., first aid kit),
- Environmental hazards,
- Sleep warm or sleep cool strategies and techniques (e.g., zipping all the way up and wearing the hood, padding and insulation, wearing a hat and socks, layering, warm water bottles, etc.)
- Lost procedure.

Campfires

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

Campfires can be intentionally used as a medium for community building. Fires can be used as a ritual, such as a symbol for momentous developments within the group or of a program, or for celebration. Campfires should always be built and used in accordance with local rules and regulations and environment specific Leave No Trace (LNT) principles.

Burn & Uncontrolled Fire Prevention

Campfires should be used purposefully, to help meet the goals and objectives of the program. Adequate planning, instruction, supervision, and cleanup of campfires is necessary to prevent burns or an uncontrolled fire.

6.14 Minor members will be under direct supervision while around a fire.

6.15 Sufficient water supply will be nearby to extinguish a fire or treat burns. (e.g., 5-gallon bucket, running water via hose, etc.)

6.16 Personnel will wear appropriate footwear and clothing around fires to prevent foot burns and risks of clothes burning.

6.17 Prior to initiating a campfire, the following will be considered:
- The purpose of the fire,
- Fire restrictions,
- LNT considerations,
- Site and member preparation to avoid unintentional burns and impact.

6.18 Staff will ensure the fire is out and cold to the touch before leaving.

6.19 A safety briefing will be conducted prior to campfire activities, including:
- Appropriate construction and size for the fire, suitable to the facility and environment,

- Appropriate footwear and clothing,
- Behavioral expectations (e.g., respect for the fire and no running or horseplay, cooking procedures or expectations, etc.)
- Emergency procedures such as a burn, uncontrolled fire, etc.,
- Proper method for extinguishing the fire, including supervision, stirring, etc.

Water Treatment

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

Adequate and safe water consumption is vital to the health and safety of team members. In backcountry and outdoor environments, water is collected from natural areas such as streams, lakes, etc. Collecting from moving water sources is generally better than standing water, if available. Water often contains bacteria which may cause gastrointestinal illness. Additionally, water from wells or old pipes, as well as some natural sources, may contain harmful levels of toxic containments, such as biocides or heavy metals. Knowing local water sources, the stability of these sources throughout the duration of a project, any contaminants upstream of the water source, and local guidelines help to properly plan and prepare for adequate hydration. Members should follow local guidelines as well as SCA policy and procedure stated in this field guide.

Water-borne Illness Prevention

Members should follow local guidelines as well as SCA policy stated in this field guide. Water collection and treatment are skills that should be taught within the first 24 hours of entering a backcountry or camping setting and monitored throughout. Water containers should be marked to note "drinking" (potable) and "non-drinking" (non-potable) water, and cross contamination should be avoided. A field backup plan should be available for all water sources at all sites used throughout a program and included in the position's Emergency Response Plan.

Dehydration Prevention

Knowing and monitoring approximately how much water a team should drink daily is a useful indicator for crew wellbeing. Estimating this number is important if crews use dry camps where water must be brought in by truck, helicopter, or carried. In general, an individual should consume, at minimum, two to four liters (or quarts) of water a day. A team of eight people drinks roughly eight to ten gallons a day in moderate conditions. However, water usage is also correlated to local weather and climate conditions.

6.20 Members and staff will not drink untreated water.

6.21 Unclean water will be treated by one of the following methods:

- Filtration – acceptable filtration systems should use a 1-micron filter or a carbon-based filter system and used according to manufacturer's directions

- Boiling – minimum of a fish-eye boil for at least one minute, rolling boil is preferred
- Chlorine or Iodine – using 2 drops per quart/liter of water and set for a minimum of 30 minutes prior to use. Caution for shellfish allergies if using iodine.
- UV Pens – used per manufacturer's instructions

General Kitchen

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background & Prevention

Activities that take place in the kitchen are where injury, illness, and social/emotional wellbeing issues often occur. A clean, organized, and comfortable gathering spot is a healthy kitchen environment. Like any other program site or skill, kitchen tasks require purposeful instruction, supervision, and management. The kitchen should be designed in a way that avoids unnecessary traffic, and is conducive to the environment (e.g., bear and rodent proofing). For both front and backcountry kitchens, only cooks should be in the kitchen during food preparation.

6.22 Minor members will be under direct supervision (sight and sound) of staff during food preparation and sharing until proper and reliable demonstration of the following are demonstrated:
- Hygiene and food handling
- Allergen management and prevention of cross-contamination
- Knife and sharp use
- Stove and fire use

6.23 Appropriate footwear will be worn to minimize potential for foot injury in the kitchen, including from knives and burns.

6.24 A safety briefing will be conducted prior to food handling (such as sharing), cooking, or dishwashing, including:
- Proper procedure and adequate supervision,
- Outdoor kitchen location and layout to prevent traffic, distraction, etc.,
- Proper and adequate sanitation and hygiene procedures (e.g., soap and warm water for 20 seconds, hand sanitizer, gloves, hair, and other contaminant management, etc.),
- Proper and adequate allergen prevention and management,
- Proper and adequate stove use (e.g., position, lighting, pot stabilization, etc.)
- Proper knife use,
- Proper and adequate dishwashing and clean-up,
- Proper and adequate food storage and food waste disposal.

Food Preparation & Handling; Allergen Management

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background

Poor planning and inadequate food handling and preparation can cause illness to spread throughout a group. Additionally, individuals have wide and varied medical tolerances to foods and ingredients that may change and develop throughout a person's lifetime and with exposures to new diets. Food and food management can be a source of immense stress for people in new groups and environments. SCA strives to provide for adequate and ample nutrition throughout all program activities and settings. Proper and adequate pre-program planning, including reviewing medical forms and connecting with members prior to their arrival, helps members to prepare for their program logistically and mentally, and to ensure individual and group wellbeing.

Food Illness Prevention

Personnel with colds, infections, or open sores should not handle group food. Additionally, hair should be covered and secured (e.g., tied back) while preparing food. Safe food storage should be planned and appropriately prepared for. Adequate planning that minimizes known allergen contaminants should be prepared in advance to help prevent illness.

6.25 All food preparation and cooking are considered an activity and will be conducted under an instructional progression, including briefings and supervision.

6.26 Food preparation and cooking areas will be selected to minimize risks related to knife-related injuries, burn-related injuries, food spoilage and cross-contamination.

6.27 Food will be appropriately stored to prevent premature spoilage and bacterial growth.

6.28 Food and food waste will be stored according to land management requirements and to minimize the risk of animal encounters.

6.29 Prior to handling food, food handlers will:

- wash hands, *or*
- use anti-bacterial sanitation when hand-wash is unavailable, *or*
- wear gloves.

6.30 Pre-disclosed food allergens will be identified and labelled to prevent exposure.

Stove & Flame Management

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Background
Burns most commonly occur from hot water spills when cooking. Unintentional fires in backcountry settings and triggering fire alarms in frontcountry kitchens also occur from poorly planned or managed cooking.

Resources
Visit SCACrewLeaders.org to see how to use a Coleman or WhisperLite stove.

Burn & Unintentional Fire Prevention
Using a camping or backcountry stove requires purposeful instruction and supervision. Camping or backcountry stoves should be tested prior to bringing into the field and first use. Personnel should know how to properly set up the stove, including ensuring the proper fuel is used, how to cut off fuel supply in an emergency, and proper positioning of the stove on flat and cleared surfaces to avoid tripping or fire hazards prior to its use. Only pots and pans that are appropriate for the burner size should be used, along with appropriate pot grips. Stoves should be used in well ventilated areas, and monitored for the scent of propane or gas. Personnel should be instructed in a proper body stance for cooking outdoors, by kneeling versus sitting so as to quickly back away in the event a hot pot tips off the stove. As a best practice, hot pots should be stabilized via pot grip when stirring or checking, to avoid unintentional spills and burns. Stoves should be stored, frequently cleaned, and maintained according to manufacturer's instructions.

6.31 Staff will instruct and directly supervise members, regardless of age, in portable stove assembly, lighting, or use until staff have assessed individuals or groups as proficient and reliable, and the group has demonstrated respect for kitchen safety.

6.32 Stoves will not be used in tents

6.33 In outdoor settings, care will be taken to:
- Designate stove position and location to prevent it from being accidentally knocked over
- Limit foot traffic to prevent burning injuries
- Designate fuel storage away from cooking area
- Ensure stove rests on a flat, ground level area (i.e., not on a table)
- Ensure surrounding area is clear of flammable vegetation

6.34 Once lit, stoves, lanterns, campfires, and other open flames will not be left unattended.

6.35 Personnel will attend to the stove in a position that enables them to quickly move away (e.g., not sitting directly in front in a cross-legged position, etc.)

6.36 Stoves and lanterns will not be filled inside portable shelters or tents.

Dishwashing

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Gastrointestinal Illness Prevention

To help prevent micro-biotic development and decrease the risk for illness, dishes should be washed as soon as possible after being used. Regardless of the dishwashing system used, food waste should be scraped into the trash before washing, and dishes and utensil surfaces should be scrubbed with hot, soapy water. Dishes should next be rinsed in treated or clean water to rinse of soap, then, in backcountry settings, dipped in bleach solution water. All dishes should be air dried or wiped with a clean towel before the next use. Sponges and other cleaning devices should be sanitized regularly and replaced when needed.

6.37 Staff will teach and monitor proper techniques in relation to food handling, hygiene, and water consumption.

6.38 Dish water will be treated (either warm or cold water) or boiled to ensure sanitation.

6.39 Dishes will be cleaned after each use.

7. Driving & Transportation

General Driving & Transportation

Definitions

SCA driver – any member, leader, or staff authorized to operate a motor vehicle or trailer for an SCA program or service.

SCA vehicle – any vehicle owned, leased, or rented by the SCA for an SCA program, work, service, or event.

Non-SCA vehicle – any motor vehicle or trailer used for an SCA program not owned, leased, or rented by the SCA, such as a personal or partner organization's vehicle.

Scope

7.1 Minor members under the age of 18 who are not currently participating in an SCA program or event will have a participant agreement completed and signed by a parent or guardian in order to ride in an SCA vehicle.

7.2 Drivers under 21 years old will not transport SCA members or staff.

7.3 SCA vehicle operations outside of SCA programming (i.e., off-duty) will be consistent with SCA's transportation policies and procedures, *and* pre-approved by the program supervisor.

Vehicles

7.4 At the minimum, vehicles will be maintained to the manufacturer's specifications.

7.5 15 passenger vans will not be utilized for SCA programming.

Authorized SCA Driver Criteria

7.6 SCA authorized drivers will:

- Be under current employment or other authorizing agreement with SCA, *and*
- Be a minimum of 21 years old. Exceptions include drivers who operate a non-SCA (personal) vehicle for SCA programming, *and*
- Possess a current and valid driver's license for the vehicle which they are operating (e.g., CDL), *and*
- Completed and passed a Motor Vehicle Record (MVR) check upon hire (or rehire) for the position in which they are driving, *and*
- Completed and passed SCA's driver training, including both online and behind-the-wheel (commentary) components, within the past two years.

7.7 SCA drivers will undergo training and assessment prior to operating:

- A trailer,
- Off-Highway Vehicle (OHV) or Off-Road Vehicle (ORV), such as a 4x4 SUV or truck,
- All-Terrain Vehicle (ATV), such as a 4-wheeler or quad,
- Snowmobiles.

Vehicle Operations

Definition

Vehicle operations – apply to any motor vehicle or trailer used during SCA programming, work, or service operated by any driver, SCA drivers operating any motor vehicle or trailer, SCA vehicles used while "off-duty."

Accident & Damage Prevention

Driving is a serious responsibility and should be shared among the authorized SCA drivers within a crew. Institutional driving is often more conservative than driving a personal or familiar vehicle, on familiar roads in familiar places. Drivers should be hyper conscious of their mental and physical state. Co-pilots should be utilized whenever possible to aid in providing directions, navigation, and minimizing distraction. Although drivers can engage passengers and crews in a culture of safe, appropriate, and institutional vehicle operations, drivers are ultimately responsible for minimizing and avoiding distractions, and driving in safe and suitable conditions.

Break-in & Theft Prevention

To avoid break-ins and theft, vehicles should be locked when not in use, and SCA and personal property should not be visible while unattended in a vehicle (e.g., tools, first aid kits, backpacks, personal belongings, etc.). Spotters should be used to aid a driver while backing up a vehicle.

General Vehicle Operations

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

7.8 SCA vehicles will only be driven by SCA authorized drivers.

7.9 Drivers will assess vehicle condition and function prior to each use, including:
- Vehicle walk around,
- Trailer connections,
- Ensuring equipment and load is properly stored and secured.

7.10 SCA drivers will ensure all passengers are seated and properly wear seat belts while the vehicle is in motion.

7.11 SCA drivers will not pick up or transport:
- Non-SCA affiliated personnel,
- Hitchhikers,
- Animals.

7.12 Open alcoholic containers or beverages will not be permitted in an SCA vehicle, or any vehicle used for SCA programming.

7.13 Drivers will not operate an SCA vehicle while under the influence of any amount of alcohol.

7.14 Marijuana use will not occur in an SCA vehicle or vehicle used for SCA programming.

7.15 Smoking or vaping will not occur in an SCA vehicle.

7.16 Personnel will not ride on the exterior of an SCA vehicle or vehicle used for SCA programming, including for a short distance or in the bed of a truck.

7.17 Citations for moving, parking, or speeding violations will be the responsibility of the driver.

7.18 A vehicle will carry, at a minimum:

- Two sets of keys
- First aid kit
- Maps
- Jack and spare tire
- Radio, cell, or satellite phone
- Emergency Response Plan (ERP)
- Snow chains in 2WD vehicles, or studded tires on 4WD vehicles in winter conditions.

Distracted & Fatigued Driving & Vehicle Operations

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

7.19 To avoid distractions, drivers will NOT operate a vehicle while:

- Using cell phones, tablets, or computers (either hand-held or hands free), including phone calls, texts, e-mail, internet, note-taking, or other communication tasks. Navigation apps and devices may be used with the sound on; however, drivers may not operate the device while the vehicle is in motion
- Wearing headphones or earbuds,
- Personal grooming,
- Under the influence of medications that carry warnings against operating heavy machinery,
- Under the influence of any amount of alcohol and/or marijuana, regardless of legal limit,
- Engaging in any other distraction which may divert attention away from the road.

7.20 Individual drivers will not operate a vehicle for more than 8 hours in a 24-hour period *and* will take 20-minute break every 3 hours when operating any vehicle for SCA programming.

Transporting & Securing Equipment/Loads

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Tool & Equipment Storage

Tools, luggage, supplies, and other equipment should be stored and secured to avoid distraction and to minimize damage and harm in the event of a hard brake, turn, or accident. Equipment should be stored in the trunk of a car, behind the last seat of a van, in the bed of a pickup, or otherwise physically separate from passenger space. Sharp tools should be wrapped, for example in a tarp like a burrito, and fuel should be stored outside the vehicle or in an otherwise abundantly ventilated space. Herbicide and chemicals should be stored and transported in accordance to related regulations, policy and best practice. Roof loading should be avoided, as loads on top of a vehicle can increase the risk of rollover.

7.21 Loads will not exceed the maximum weight limit for the vehicle.

7.22 Tools, luggage, supplies, and other equipment will be secured to prevent items from becoming a hazard in the event of an accident or sudden stop.

7.23 Vehicles will be adequately ventilated while fuels, power equipment containing fuels, and herbicide/chemicals are transported.

Non-SCA Vehicle Operations

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Personal & Partner Vehicles Background

7.24 Non-SCA vehicle operations for SCA programming will be consistent with all SCA transportation policies and procedures.

7.25 Non-SCA vehicles used to transport SCA personnel during SCA programming will be pre-approved. Exceptions include personnel driving their own personal vehicle without passengers.

7.26 SCA personnel will be approved/authorized by the partner organization to operate a partner organization's owned, leased, or rented vehicle or trailer.

7.27 Partner personnel driving SCA members for SCA programming will do so under the terms outlined in the position agreement and with the prior approval of the position supervisor.

7.28 Personal vehicles use for SCA programming will be pre-approved.

Off-Road Vehicle (ORV) & All-Terrain Vehicle (ATV) Operations

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

Definitions

All-Terrain Vehicle (ATV) – a vehicle with one or two seats and three or more wheels designed for use on rough ground.

Off Highway Vehicle (OHV) – a motor vehicle capable of off-highway travel during winter or summer.

7.29 ATVs used for SCA programming will have a minimum of four wheels. Three-wheelers are not permitted.

7.30 Proper PPE will be worn during ATV operations, including:
- Helmet (designed for ATV use),
- Eye protection,
- Boots,
- Long pants,
- Gloves.

7.31 A field communications device will accompany the driver/operator of an OHV or ATV (e.g., cell phone, radio, etc.)

7.32 Passengers will not accompany ATV operations.

7.33 ATVs will not operate on paved roads or surfaces, except for loading/unloading.

Public Transportation

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**		Likelihood (1-5)	Consequence (1-5)	**Risk Rating (L-M-H)**

General Public Transportation

Background

Utilizing various modes of public transportation, such as buses, trains/metro, planes, and ferries can be a great medium toward understanding community and promoting crew interaction within the community's crewmembers serve. Additionally, different modes of public transportation can be open and accessible to members and partners. To travel safely and meet the goals of the program, traveling with a group, in particular a group of minors, should bring a heightened sense of awareness and planning, versus when traveling alone.

Prevention

Prior planning in advance is essential to preventing or minimizing the potential for any type of injury, illness, or negative outcome, including an unwanted or uncomfortable interaction. Consideration for the mode of transportation, peak/rush hour times, passes and tickets needed, communication devices between groups, and the personal safety, security of property, and public health concerns and guidance (such as masks, distancing, sanitation, and hygiene) should all be balanced with the scope of project work and program goals.

7.34 Minor members will be under direct or indirect staff supervision while using public transportation for SCA programming or service.

7.35 Members will be instructed in a designated, pre-determined group management system and travel procedures (e.g., 'lead and sweep' or buddy system).

7.36 Members will be instructed in the lost or separated procedure prior to utilizing public transportation.

7.37 Staff and members will utilize a valid travel/transportation pass, as applicable and appropriate.

7.38 Staff and members will wait for transportation (e.g., bus, train, etc.) to come to a complete stop before attempting to board.

7.39 A safety briefing will be conducted prior to any travel on public transportation during programming or service, including:

- Route, including the stations and stops that will be used
- Group management, communication, and supervision procedures (e.g., lead/sweep, buddy system, regrouping at ticket gates, platforms, stops, etc.)
- Lost or separated procedures
- Proper storage and security of bags, luggage, tools, and equipment (e.g., compartments, laps, between feet, in places unobstructive to doorways or aisles, and to avoid overhead storage where possible).

INCIDENT MANAGEMENT

Chapter 5 Incident Management

Revised on 1/1/2022

In this Section

1. General Incident Management

Incident Notification & Escalation

The position call guide ensures that field staff and members are supported by SCA staff 24 hours a day, seven days a week. Notifying and escalating to the position supervisor or SCA staff is crucial for incident response and management.

If you are unsure whether SCA staff or position supervisor should be notified, remember to ***escalate early to de-escalate later***. SCA staff can support with resources, direction, and guidance. At the least, SCA staff can confirm that an incident has occurred and verify your plan aligns with SCA policy, procedure, and best practice.

Script for notifying SCA staff of an incident

Field staff should utilize or adapt this script when using the position call guide to notify SCA staff of an incident:

- This is (name); I am a (your position) with the (state/city) (program type).
- I'm calling with a (green/yellow/red-severity) (incident-type) incident, involving a (member/leader/whole group).
- My callback number is (phone number).
- My PO number is (007#####).
- *If applicable:* I've called/notified (emergency services/911/police) and (partner agency).
- I am asking for (support/assistance/resources/guidance) *-or-* I'm notifying you for your reporting records.
- For my next steps, I plan to (do blank).

Incident Severity Scale

The severity of the incident dictates the scope of the response. This chart outlines guiding principles for SCA staff to effectively respond to, manage, and later document an incident. This chart is helpful for field leaders to understand the scope and variety of responses SCA staff may utilize to support leaders and members appropriately and effectively in the field.

Threshold	Threshold 0	Threshold I	Threshold II	Threshold III	Threshold IV	Threshold V
Severity	**Near Miss**	**Minor**	**Moderate**	**Serious**	**Severe**	**Critical**
Impact	Negligible impact	Short-term impact	Short to medium-term impact	Medium to long-term impacts	Serious long-term impacts	Lasting impacts
Criteria	**significant consequence is narrowly avoided**.	**Routine incident** resulting in minimal disruption to program activity.	**Non-routine incident** resulting in program activity stopping or delayed for a short time.	Requires **emergency response** (i.e., backcountry evacuation or front country EMS).	An **urgent or highly sensitive situation**.	Involves fatality, potential loss of life/ limb or a person(s) is declared missing.
SCA Management Level	Managed locally in the field.	Managed locally in the field as a routine part of the position.	Managed by informing or discussing with local program leadership at appropriate times.	Managed by informing or discussing with national program leadership as soon as reasonably practicable.	An urgent incident is managed by discussing immediately with SCA leadership (risk management and/or HR)	Requires immediate direction from the Executive Team & Risk Management teams.
Post Incident & Documentation	Take 5 & re-assess. Implement changes for future avoidance. Submit an incident report.	Take 5, re-assess, & monitor. Notify program supervisor of any injury/illness within 24 hours. Submit an incident report. Field debrief as appropriate.	Take 5, re-assess, & monitor. Immediately notify local program leadership. Submit an incident report. Debrief in the field or with the program supervisor.	Immediately notify program supervisor or call guide; some alteration to program is likely required. Consult with the program supervisor to submit an incident report. Additional documentation may be necessary. Debrief with the program supervisor is required.	Immediately notify the program supervisor or call guide and halt program activities until directed by the program supervisor. Compile notes and submit to program supervisor. The risk management dept will finalize the incident report. Debrief with an external party (e.g., leadership or risk dept.)	Immediately notify call guide, Critical Incident team will be established. Post-incident debrief, and the risk dept will conduct an investigation.

External Communications

Media

In a significant incident, the news media may arrive on scene or approach an SCA crew not even involved in the incident for comment. Members and staff are not authorized to comment on an incident, including confirming information or names or speculating. If approached, the best response is to politely inform them that the team is busy, and to refer inquiries to Kevin Hamilton, SCA's VP of Communications and primary Communications Officer for SCA's critical incident command team. 603-372-7068 or khamilton@thesca.org

Social Media

Members and staff should respect the privacy of any individual involved in a significant incident by refraining from posting any content related to the incident on social media, even if the photo or comment doesn't involve personally identifying information.

Communications & Questions

Members and staff should avoid commenting or speculating on an incident to other staff, family and friends, or anyone else. This includes an incident's occurrence, personnel involved, or any other details, unless specifically authorized. Members and staff should only confirm or communicate publicly available information. These procedures help to prevent false or inaccurate information from spreading, and to protect the identities and reputations of the people involved.

Members and staff should avoid contacting family and friends of anyone involved in an incident, unless specifically directed and trained. After an incident is resolved and specific permission is stated or invited, should a member or staff reach out to family or friends of someone involved in a significant incident. This practice helps to ensure accurate information and effective communication channels are maintained between the critical incident command team and family/friends.

Emergency Response Plan (ERP)

The objective of developing and maintaining an Emergency Response Plan (ERP) is to provide leaders and members with instructions to help effectively address an emergency. The plan should be specific to the project yet general to the types of emergencies that may be encountered. The plan should be written and reviewed with all members. All members should know how to respond effectively regardless of who may be on site at the time of the emergency. Copies of the ERP should, at a minimum, be located in each first aid kit and any other relevant location. Leaders should contact the position supervisor with any questions when developing the ERP.

2. Injury & Illness Incident Management

First Aid Protocols

Leaders should receive and carry with them a copy of SCA's first aid field guide. The first aid book encompasses SCA's first aid protocols and should be consulted when administering first aid in the field. *The first aid field guide should always be used within the scope of training and certification.* The specific protocols supplemented in this field guide should be used, as they represent SCA's criteria and management plans for all leaders and staff and are designed by SCA's medical advisor.

Allergic Reaction

Allergic reactions can present in a variety of ways, including runny nose, itchy eyes, rashes, and hives. Common triggers include foods, such as peanuts, tree nuts, shellfish, finned fish, eggs, and milk; insect stings from bees, wasps, ants, and bites from kissing bugs. Medications can cause allergic reactions, such as from antibiotics, NSAIDS (e.g., ibuprofen), and aspirin. Common food additives include dyes, spices, and vegetable gums, and inhalants such as horse and cat dander, grass, molds, and latex can cause allergic reactions.

Signs and Symptoms of Allergic Reaction
Red, itchy, and watery eyes.
Stuffy, runny, and itchy nose.
Itchy, scratchy throat.
Itchy, red skin with hives.
Cough, sneezing, wheezing lungs

Allergic Reaction Management Protocol

Allergic reactions often cause tissue swelling from the release of histamine. Early use of antihistamines such as Benadryl and Zyrtec can help moderate symptoms and provide relief. Swelling in the bronchi can cause asthma-like symptoms and Albuterol inhalers may be helpful.

1. Remove the offending allergen from the immediate environment (stinger, food, chemical, etc.)
2. Identify patient's symptoms.
3. Manage the patient, including administering Benadryl, if needed. Notify position supervisor.
4. Monitor the patient and continually re-assess for more severe reactions.

Anaphylaxis

Anaphylaxis is a severe allergic or hypersensitivity reaction that is rapid in onset and may cause death. Signs and symptoms for an anaphylactic reaction must be recognized, as immediate treatment is required, and is different than for simple allergies.

Signs and Symptoms of Anaphylaxis
Sudden Onset; Recent exposure to a known allergen.
Generalized hives.
Pale Skin.
Swollen lips and/or tongue.
Coughing, Wheezing, Stridor.
Cramping, Abdominal Pain, Nausea, Vomiting, or Incontinence.
Shortness of Breath (SOB).
Tachycardia (rapid heart rate), weak or absent radial pulse.
Decreased Level of Responsiveness (LOR) or Fainting.
Shock.

Anaphylaxis Management Protocol

Anaphylaxis is a life-threatening reaction with rapid onset and massive tissue swelling causing hypotension (low blood pressure). Benadryl and epinephrine are used to treat anaphylactic reactions. Anaphylactic patients should be rapidly transported to medical care.

1. Remove the offending allergen from the immediate environment (stinger, food, chemical, etc.)
2. Identify patient's symptoms.
3. If the patient can swallow, assist the patient with Benadryl/ diphenhydramine to lessen the symptoms and/or chance of a delayed reaction.
4. Assist the patient with administering epinephrine injection as instructed by the manufacturer: into the side of the thigh and hold for ten seconds. Follow the instructions in your training to use the epinephrine delivery device.
5. Monitor the patient and manage the airway and treat for shock.
6. Initiate the evacuation process.
7. If epinephrine improves the symptoms or condition initially, but then symptoms worsen, repeat epinephrine injection every 15-20 minutes as allowed.
8. Notify the SCA position supervisor via position call guide as soon as reasonably practicable.

Delivering Epinephrine via Auto-Injector

- Do not put your thumb, fingers, or hand over the end caps.
- Epinephrine should be injected into the middle of the outer thigh (through clothing, if necessary).
- Hold firmly in place for ten seconds.
- Massage the injection area for ten seconds.
- Seek medical attention immediately.

Asthma

Asthma can be triggered by substances or conditions, such as pet dander, smoke, mold, increased physical activity, weather changes, etc. Common asthma triggers encountered on SCA programs include an increase in exercise level, a change in elevation, plant/tree allergens, forest and campfire smoke, and cold, hot, or humid weather.

An increase in the frequency of inhaler use or the number of puffs needed to reverse an episode suggests the condition is no longer stable under the current management plan.

Signs and Symptoms of an Asthma Episode
Difficulty Breathing and Shortness of Breath (SOB); inability to speak in complete or partial sentences, wheezing, tripod position.
Change in the Level of Responsiveness (LOR), including anxiety, restlessness, and/or lethargy. Increased heart rate and respiratory rate. Chest pain and/or coughing.
Skin turning blue, especially the lips and nail beds (cyanosis).

Asthma Management Protocol
Individuals with asthma usually always carry prescribed medication with them. SCA staff are required to record each instance an inhaler is used in the Field Log, as this is an indicator of the condition's stability.

Anyone who leaves the field or programming due to asthma needs to be re-cleared by their doctor and the SCA before re-entering the field or program.

1. Assess the patient; identify and remove any possible triggers.
2. Assist in delivering two puffs of rescue medication (each puff separated by three minutes, or as prescribed).
   Wait 15 minutes and re-evaluate the patient.
3. If needed, assist the patient in receiving another two puffs (each puff separated by three minutes).
   Wait 15 minutes and re-evaluate the patient.
4. **If the patient's condition does not improve within an hour, begin an evacuation to seek medical treatment.**

COVID-19

People with COVID-19 report a wide range of symptoms. This range extends from mild symptoms to severe illness. Signs and symptoms may appear 2-14 days after exposure to the virus. Individuals who present these signs or report these symptoms are suspected to have COVID-19 and pose risk to transmit the disease to others.

Signs & Symptoms of COVID-19
Fever or chills
Cough
Shortness of breath or difficulty breathing
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat
Congestion or runny nose
Nausea or vomiting
Diarrhea

Escalated Symptoms (seek medical care)
Trouble breathing
Persistent pain or pressure in the chest
New confusion
Inability to wake or stay awake
Pale, gray, or blue-colored skin, lips, or nailbeds, depending on skin tone
*Any other symptoms that are severe or concerning

COVID-19 Management Protocol

Care should be taken to ensure any suspected case of COVID-19 is treated promptly and appropriately, to ensure any potential for transmission is minimized, in accordance with SCA's COVID-19 Management Plan.

The COVID-19 pandemic is an ongoing and evolving situation. Specific policies and protocols are updated regularly as the situation evolves and new information becomes available. In general, SCA's COVID-19 management and response policies and protocols are informed by the U.S. Center for Disease Control (CDC), with advice from SCA's medical advisor. ***Leaders should ensure they have and use the most recent policies and protocols from their position supervisor.*** Leaders and staff should print and keep SCA's most recent COVID-19 Management Plan with their field guide to use and reference as needed.

Evacuation Criteria

Notify and coordinate with the position supervisor via position call guide to evacuate patients exhibiting these signs and symptoms:

1. **Any Airway, Breathing, Circulation, Neurologic Deficit, or Environmental problems, current or resolved.**
   - Anaphylaxis
   - Severe asthma attack
   - Persistent shortness of breath from any cause
   - Unexplained, persistent chest pain
   - Signs and symptoms of shock
2. **Altered Mental Status (AMS).**
   - Loss of consciousness/changes in level of responsiveness (LOR) that is related to a medical/traumatic condition or cannot be explained
   - Changes in vision or speech
   - Disoriented/irritable/combative
   - Repetitive questioning
   - Seizures – convulsive or otherwise unmanageable
   - Unexplained weakness
3. **Musculoskeletal trauma.**
   - Known or suspected fracture
   - Trauma that compromises distal **C**irculation (e.g., wrist pulse), **S**ensation, and/or **M**otor function (CSM)
   - Sprain or strain that impairs the patient's ability to move on their own for more than 24 hours, or otherwise disrupts program activity
   - Persistent inability to bear weight
   - Dislocations (resolved or not)
4. **Nausea & vomiting/diarrhea/fever.**
   - Persisting for more than 24 hours
   - Particularly with signs of dehydration
   - Sudden onset of severe abdominal pain
   - Abdominal pain lasting more than 4 hours
5. **Spinal injuries.**
   Significant trauma to the body, as determined by the ***M**echanism **O**f **I**njury (MOI), and
   - Signs and symptoms of spinal injury
   - Spinal pain or tenderness (e.g., painful when touched)

*MOI includes falls greater three feet, significant force, etc. Remember, young healthy people can present as fine for many hours after a significant MOI, and then deteriorate rapidly. *Consult with SCA staff and be conservative when deciding to evacuate.*

Worker's Compensation

2021 Worker's Compensation Policy
Policy Number: WCC-Z11-253482-011
Liberty Mutual Phone: 800-962-5157
SCA Contact: workerscomp@thesca.org; 603-504-3201

Background
All members are covered by SCA's Worker's Compensation (WC) insurance while working with the SCA. The insurance covers medical treatment costs for injuries and illness resulting from workplace activities. Immediately after an injury occurs in the field, but no later than 24 hours, an injured or ill member should notify their position supervisor and request to initiate, or report, a WC claim. SCA staff determine how the claim is filed, and SCA's insurance carrier determines the extent of coverage.

Many clinics and medical providers will ask for a WC claim number before a patient can be seen and treated; although a patient should be seen and receive care, regardless of claim status. To help prevent unwarranted delays, members and field staff should notify their position supervisor before going to a clinic, if possible.

In-Network Provider. Visit www.LibertyMutualPRS.com to locate an in-network medical provider. Each state has varying requirements regarding the employer's/insurance carrier's ability to direct medical care involved in a WC case. **Do not delay medical care if an in-network provider cannot be located**; under these circumstances, the nearest provider or facility should be sought.

- Members will be responsible for reporting any workplace injury or illness incident to the position supervisor as soon as reasonably possible but not more than 24 hours after the incident.
- Incidents that occur but do not immediately result in injury, illness, or require immediate medical care (e.g., work related vehicle accident, close-contact to COVID-19 at work, mold or chemical inhalation or exposure, etc.) will be reported to the position supervisor immediately after the incident, and again if injury or illness occurs related to the incident.
- Members will be responsible for medical expenses not covered by Liberty Mutual.
- Injuries or illness sustained during or because of a member's or staff's non-work-related duties, such as voluntary participation in off-duty social, recreational, or athletic activities, will not be covered by SCA's WC insurance.

Vehicle Accident & Damage

Vehicle accidents have potential to cause severe injury, sometimes where onset is delayed. Assessing for and treating injuries should always be prioritized over vehicle damage, and in accordance with SCA protocol. The position supervisor should be notified as soon as reasonably practicable after any vehicle accident or damage.

Post-Vehicle Accident Checklist

- Assess personnel involved for injury and/or psychosocial harm. Respond to injuries, first.
- If another vehicle is involved, obtain other driver's information, including:
  - name, date of birth, address, phone, email,
  - insurance carrier name, phone, and policy number,
  - vehicle identification number (VIN), license plate, year, make, model, color.
  - Information of passengers in the other vehicle(s), if applicable
- Request a police report. If a police report is not readily available, pass the name of the police department, name of officer, and exact location and time of accident to the position supervisor.
- Photos of all vehicles involved (all the way around, not just damage).

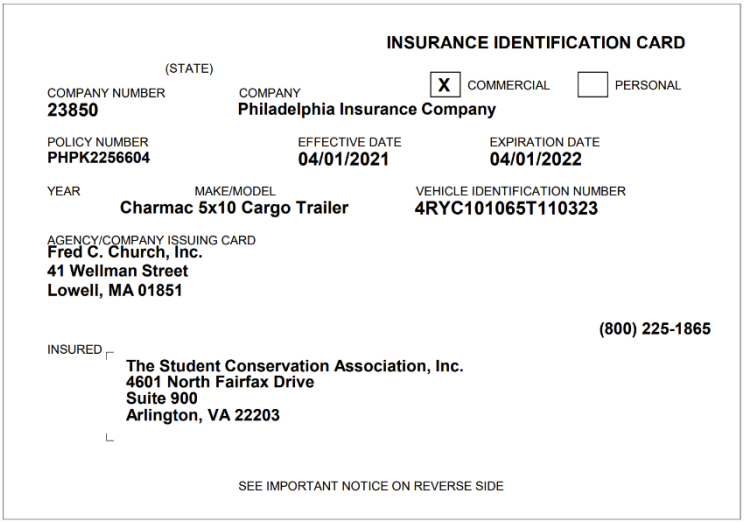
If the SCA vehicle is not drivable:

Use Efleets Maintenance card to call a tow truck. SCA vehicles should be towed to an Efleets approved shop (Efleets should find a shop to have the vehicle taken to and repaired).

Immediately notify the position supervisor, who will work with SCA's Field Services for vehicle repair and new rental vehicles.

Driver Re-Clearance

Vehicle accidents should be debriefed with the position supervisor. After a vehicle accident, drivers are required to be re-cleared, which often includes additional steps such as consulting driving records, online driver education, commentary drives with supervisor, and/or additional conditional driver monitoring steps.



INSURANCE IDENTIFICATION CARD

(STATE)

[X] COMMERCIAL [ ] PERSONAL

COMPANY NUMBER: 23850

COMPANY: Philadelphia Insurance Company

POLICY NUMBER: PHPK2256604

EFFECTIVE DATE: 04/01/2021

EXPIRATION DATE: 04/01/2022

YEAR

MAKE/MODEL: Charmac 5x10 Cargo Trailer

VEHICLE IDENTIFICATION NUMBER: 4RYC101065T110323

AGENCY/COMPANY ISSUING CARD
Fred C. Church, Inc.
41 Wellman Street
Lowell, MA 01851

(800) 225-1865

INSURED
The Student Conservation Association, Inc.
4601 North Fairfax Drive
Suite 900
Arlington, VA 22203

SEE IMPORTANT NOTICE ON REVERSE SIDE

RENTAL VEHICLES

If rental location is making a leader pay for a vehicle on their credit card or asking for corporate acct. info:

Enterprise Customer Service: (800) 209-3602
- Account # XZ10022
- Roadside Assistance: (800) 307-6666
  - There may be alternate transportation available, call (800)-325-8838
  - Have the last 8 of your vehicle's VIN available
  - Vehicle Location: mile marker, nearby landmarks, etc.

Avis Customer Service: (800) 331-1551
- Billing # AV62580-84-9998-6
- Discount # L1283014
- Roadside Assistance: (800) 354-2847

ARI Leased Vehicles (800) 227-2273

Enterprise Maintenance Needs:


MAINTENANCE CARD

enterprise FLEET MANAGEMENT

DRIVER INSTRUCTIONS

FOR ROADSIDE ASSISTANCE OR TO TALK TO AN ENTERPRISE REP, CALL 800-325-8838.
PRESENT THIS CARD TO THE SERVICE PROVIDER PRIOR TO HAVING SERVICE PERFORMED ON YOUR VEHICLE.
It's the driver's responsibility to have vehicle serviced per manufacturer's guidelines listed in the owner's manual.

Janina Peppers
Student Conservation Association, Inc.
2019 RAM 1500 Classic
690N1023GXN6

APPROVAL LIMIT	COST CODE
$100	221
UNIT NO.	TAX EXEMPT
23GXN6	Yes

PREFERRED PROVIDERS USING AUTO INTEGRATE / ELECTRONIC PO'S:
Submit electronically at https://online.autointegrate.com or Integrated Point of Sale system.

PROVIDERS NOT REGISTERED WITH AUTO INTEGRATE:
Register for Preferred Provider status at www.autointegrate.com. For repairs under approval limit, fax invoice to 877-859-1756. For authorizations over card limit, in the U.S. call 800-325-8838 in Canada call 877-859-1763 to obtain authorization.

Each vehicle under the Enterprise Fleet Management has a unique authorization card associated with it. Make sure the driver knows about the card and ask if they have it in hand. If the vehicle needs service, take it to an authorized Enterprise service partner. Present the maintenance card before any work begins.

If there are any questions or issues at the service provider, have the facility call 1-800-325-8838.

Do NOT pay anything out of pocket or bill to SCA.


FAQs

> Enterprise has a Network of over 100,000 vendors, nearly 40,000 are preferred.

> With this card you have 24-Hour Enterprise Roadside assistance, call **1-800-325-8838** and follow the prompts for your vehicle. See reverse side for more details.

> Your company may offer rental replacements for alternate transportation while your vehicle is in for repairs. Ask your Fleet Administrator or call **1-800-325-8838** to verify eligibility.

NATIONAL SERVICE DEPARTMENT HOURS OF OPERATION:

Monday – Friday 6:00 a.m. to 9:00 p.m. CST

Saturday 7:00 a.m. to 4:00 p.m. CST

NATIONAL PARTNERS ACCEPTING THE CARD:

- Bridgestone/Firestone
- Tire Kingdom / NTB / Merchant's
- Valvoline Instant Oil Change
- Jiffy Lube
- Pep Boys
- And more!

3. Psychosocial Incident Management

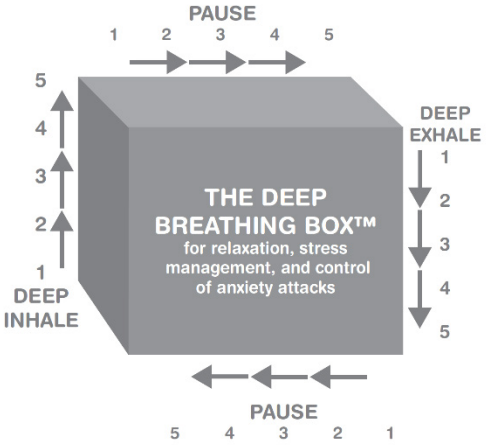
Members' mental health has the potential to affect all aspects of their SCA experience, including their job performance, the quality of their learning, their relationships with other members, etc. While SCA leaders and staff are not expected to provide therapy or counseling to members, understanding and responding to members' mental health struggles is imperative to help them derive the greatest benefit from the program, help improve their day-to-day functioning, and to be healthy, contributing members of a team.

Emotional First Aid for Members Under Stress

Emotional First Aid (EFA) is not therapy or long-term counseling; its focus is short-term and solution oriented. If offered soon enough after the stress reaction, EFA can help to reduce the incidence of future problems in many members. Like responding to physical injury/illness, it's important to not exceed an individual's or SCA's "scope of practice." Healthy boundaries should be practiced, and SCA resources notified via the position call guide. When appropriate, the position supervisor will help determine when to escalate to professional resources. SCA's goal is to help a member under stress stabilize and manage their own issues.

Field Staff's Tenets for Emotional First Aid

1. Create culture of openness among the team. Give lots of space for self-expression via free journaling, guided writing, drawing, painting, discussing stressful issues, etc.
2. Help members avoid "bottling" their emotions in response to stress. Role model healthy venting of emotions.
3. Do say...
   - Can you tell me what happened? ("tell me more…")
   - I'm sorry to hear that
   - This must be difficult for you…
   - What's the hardest part of dealing with this?
   - What's an average day like for you? (sleep, eating, work schedule, etc.)
   - I'm on your side
   - I'm here to help you through this
   - It's understandable that you feel this way…
   - I feel you've done a great job with...
4. Remain calm and appear relaxed, confident, and non-threatening.
5. If they are agitated, overwhelmed or hyper-anxious, use concrete questions to help them focus (who, what, when, where, etc.).
6. Don't take on more than you can handle. Seek guidance and support from SCA staff via the position call guide.
7. Teach the members who are experiencing the most stress to engage in daily deep breathing sessions (10 minutes before, during, or after a stressful situation can make a big difference). Consider using the follow graphic to help them understand a clinically proven method of deep breathing:



8. At the conclusion of **E**motional **F**irst **A**id, you should be able to answer the following questions:
   - Has the member returned to **E**quilibrium?
   - Is the member **F**unctioning better?
   - Does the member have a plan of **A**ction for improvement moving forward?

Ten Mental Health Red Flags

Day-to-day functioning is the 'litmus test' of mental health. If consistent issues with functioning are observed, respectfully probe deeper. People may have issues that aren't readily visible because they have developed coping skills (not always healthy ones) to hide them. It is beyond the scope of SCA staff to provide therapy or diagnose people. Field staff should aim to help ensure members can function at a reasonable level throughout their SCA program.

These behaviors should be immediately reported to the position supervisor via the position call guide:

1. Excessive mood swings or unexplained changes in personality (e.g., aggression) or energy levels (e.g., mania). Understand the person's baseline; each person is different. Use a 1 to 10 continuum. Are they swinging from 8 to 2 without stopping at 4, 5 or 6?

2. Frequent insomnia, excessive need for sleep, or chronic appetite disturbance/unusual eating habits the keyword is "frequent." Almost everyone will have some disturbance in routine when traveling to a new place.

3. Persistent social isolation or excessive dependency on others.

4. Any signs or threats (verbal or written) of self-injurious behavior: cutting, burning, suspected alcohol and drug use/ abuse, self-starvation, binging-purging, etc. or any threats made towards others (i.e., "bullying" or anger management issues).

5. Persistent poor hygiene; wearing clothing inappropriate to weather

6. Persistent feelings of worthlessness and/or suicidal thoughts

7. Irrational thoughts or writings and/or associated actions. Take this with a pound of salt! Some young people like to get attention, and they devise very creative ways to do this. But be aware of patterns of this type of behavior.

8. Consistently over "sexualized" behavior

9. Consistent irrational anxiety/fears or OCD (obsessions = thoughts, compulsions = actions) symptoms including excessive rituals, "ordering," cleanliness, etc. Many anxieties and fears are rational because they are in a new environment.

10. Frequent inability to concentrate or cope with stress

Psychosocial Incident Protocol

Level One Situations

These are **low level acute situations** (rapid onset). These are not life-threatening and do not require immediate psychiatric or medical attention. They are referred to as Level One situations because they have a lower level of risk or potential for danger. No significant pattern of unhealthy behavior is present other than what can be explained by the acute onset. *These situations can be managed locally in the field; however, field staff should check-in with the position supervisor for support and guidance when reasonably practicable.* If left unaddressed, these types of incidents can become more serious and escalate to level two situations.

Examples of Level One Situations:

- Infrequent Panic attacks or stress reactions.
- Relationship breakup/issues, roommate conflicts without physical violence or threats.
- Uncomplicated grief reactions.
- Family issues back home (divorce, alcoholism, personality conflicts, etc.)
- Anger management issues with no suicidal/homicidal intent.
- Persistent homesickness/cultural adjustment issues.
- Minor mood issues.
- Persistent difficulty with authority/structure/program rules and/or creating unhealthy alliances with peers.
- Obsessive or compulsive rituals, as long as they don't involve self-injurious behavior.
- Verbal bullying and/or social exclusion or isolation.

Guidance to Respond to Level One Situations

- Remain calm, listen, and reflect the feelings you are hearing or seeing. Most of the time, if you are displaying a calm, caring, respectful attitude, she/he will mirror that and calm down.
- Do your best to help the member express their feelings in a healthy way (crying, talking, journaling, walking, arts/crafts, exercise, etc.)
- Encourage them to use their usual social supports (friends, family, therapist, staff, etc.)
- Ask them how they have dealt with similar issues in the past and if they did so in a healthy way. Encourage them to repeat the same.
- Don't be afraid of extremes in emotion; that's how they are choosing to fulfill needs at the moment---even if it appears as mostly attention-seeking behavior.
- Follow up after your response to ensure that the incident is over, and equilibrium is returning.

Level Two Situations

These are more **chronic mental health situations from the member's past** that typically involve some degree of disturbance in their daily functioning including sleep, appetite, eating, attendance, attitude, motivation, energy levels, etc. Like Level One situations, these are usually not life-threatening in nature but often can be extremely overwhelming and draining for the member and challenging for group and field staff. They typically do not involve immediate psychiatric or medical attention. *The position supervisor should be immediately notified of these situations*. If left unaddressed, this type of case can become more serious and elevate to a Level Three situation.

Remember: Everyone has baggage. Some people have heavier baggage – and they may bring it to the program. It is not caused by the program. Try to remain objective and focused on providing an appropriate level of support for the member.

Examples of Level Two Situations:

- Disordered eating/relationship with food issues without immediate physical risk to self.
- Past sexual/physical/emotional abuse or trauma that brings on PTSD symptoms such as nightmares, panic attacks, difficulty concentrating, depression, etc.
- Drug/alcohol use/abuse or recovery issues (including tobacco, medications, dietary supplements, gambling, etc.)
- Self-injurious behavior including mutilation, extreme risk-taking, etc., but without suicidal tendencies.
- Symptoms of chronic depression and/or anxiety---diagnosed or undiagnosed---- that either isn't treated or isn't responding well to treatment.
- Bipolar symptoms (cycles of mania and depression).
- OCD or phobic tendencies where the member's daily functioning is affected.

Guidance to Respond to Level Two Situations

- Escalate to the position supervisor via position call guide as soon as practical.
- Guidance for Level One situations still applies.
- If applicable, consider encouraging them have a phone/virtual contact with a mental health professional with whom she/he has had contact in the past.
- Provide active monitoring. Follow up contacts with the member and gather collateral information from other members when appropriate. Always honor and protect the member's privacy.
- Utilize positive crew culture and support with assessing the problem and supporting the member.
- Document observations, contacts, and management steps to ensure adequate record keeping.
- Be open to trying approaches in dealing with the member suggested by SCA staff, but also honest and forthright about your comfort and ability.

Level Three Situations

These are **acute serious situations (rapid onset)** that in most cases will require immediate psychiatric and/or medical attention. While rare, these are often scary situations for field staff and crew members. *The position supervisor should immediately be notified and SCA staff will become actively involved. Call 911 or emergency services if there is an immediate and direct threat to personal safety.*

Examples of Level Three Situations:

- Recent sexual assault or rape
- Suicidal ideation with or without plan, access to means, or previous attempt(s)
- Anger management cases in which there exists a potential threat to self or others
- Consistently irrational behavior or dissociative behavior or statements
- Symptoms of Eating Disorders----diagnosed or not---in which there is a potential for risk of medical complications
- Any suicide attempt whether life threatening or not
- Any type of physical violence (single incident or pattern)
- Potential Public Relations issues: any situation that could significantly impact the program's reputation

Guidance to Respond to Level Three Situations

- Immediately notify SCA staff
- Ensure the member is under direct supervision; do not leave the member alone.
- All previous advice still applies
- The member's physical safety must be considered before their mental health needs. Consult the ERP and/or discuss with the position supervisor options for getting to medical care.
- If appropriate enlist other members to assist.
- Request follow-up monitoring and support for all members as appropriate. Provide support within your scope and ability, but also take care of yourself.
- Respect and protect the member's privacy. Contact parents/emergency contacts, partner personnel, or other contacts only if directed by SCA staff.

Special Topics in Mental Health

Each of the following behaviors in young populations, while somewhat common, should not be viewed as "normal" coping strategies. In fact, sometimes they can be symptoms of much bigger problems. Each individual and each situation is different from the next so they will be handled on a case-by-case basis. In most cases, participants are able to finish their position with help from staff. In very rare circumstances, those suffering from mental health challenges will need to be sent home early; this decision is made collaboratively between program manager and risk management and HR departments, and with families of minors, with the best interest of the program and member in mind.

These behaviors should be immediately reported to the position supervisor via position call guide, monitored, and recorded:

Bullying

Bullying is an unwanted, exclusive, and aggressive verbal or nonverbal behavior among people that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time. Types of bullying including teasing, name calling, inappropriate sexual comments, taunting, threatening to cause harm, spreading rumors, intentional embarrassment, hitting/kicking/pinching/tripping/pushing, taking or breaking personal belongings, mean or rude gestures, hazing/initiation activities, and stalking. No single factor puts a person at risk of being bullied or bullying others. Depending on the environment, some groups, such as LGBT individuals, people with disabilities, and the socially isolated may be at increased risk of being bullied. Bullying can affect those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes such as impacts on mental health, substance use, and suicide. It is important to talk to people to determine whether bullying, or something else, is a concern.

Prevention

Bullying can threaten a person's physical and emotional safety. The best way to address bullying is to stop it before it starts. Bullying can be prevented, especially when the power of community and positive group culture is brought together. Community-wide strategies can help identify and support people who are bullied, redirect the behavior of those who bully and change the attitudes of anyone who tolerates bullying behaviors. The message is sent that bullying is not acceptable when teams respond quickly and consistently to bullying behavior. *Use the steps to behavior management and notify the position supervisor via position call guide if issues are persistent, unmanageable, or unsafe.*

Guidance to Respond to Bullying

Do:	Avoid these common mistakes:
• Intervene immediately. It is okay to get someone else to help • Separate the people involved • Make sure everyone is safe • Meet any immediate medical or mental health needs • Stay calm. Reassure the people involved, including bystanders • Model respectful behavior when you intervene • Involve the one who bullied in making amends or repairing the situation	• Don't ignore it. Don't think people can work it out without help • Don't immediately try to sort out the facts • Don't force other people to say publicly what they saw • Don't question the person involved in front of others • Don't talk to the people involved together, only separately • Don't make the people involved apologize or heal relations on the spot • Never tell anyone to "just ignore" the bullying • Do not blame the person for being bullied • Do not tell the person to physically fight back against the one who is bullying

Panic Attacks

A panic attack is a sudden episode of intense fear or anxiety that triggers severe physical reactions, even in those situations in which there is no real danger or apparent cause. Panic attacks, especially the first one, can be very frightening. When panic attacks occur, a young person might think they're losing control, having a heart attack or even dying. Panic attacks typically begin suddenly and without warning. Panic attacks typically include several of these symptoms: sense of impending doom or danger, fear of loss of control or death, rapid heart rate, sweating, hyperventilation, chills, chest pain, dizziness and trouble swallowing.

Guidance to Respond to Panic Attacks

- Maintain a calm demeanor. Speak clearly and reassuringly. Don't give orders!
- Ask the individual what they would find helpful in the moment.
- Don't discuss underlying issues that may have triggered the panic attack.
- Help the person to focus on concrete objects in the immediate environment as a grounding technique that can serve as both a calming strategy and positive distraction.
- If they don't want to talk, that's ok.
- Remind them that the feelings will pass.
- Stay with the person until the symptoms subside.
- Avoid physical touch unless you are both comfortable with it. When in doubt, ask.
- Encourage deep, slow breathing if possible.
- Sometimes a cool washcloth if they are hot or a blanket if they are cold is helpful.
- Encourage them to do a simple repetitive activity like slow counting or repeating affirmations like "I will get through this."
- After the panic attack has subsided, ask the person what would be most helpful for next time.

Disordered Eating

Disordered eating includes include chronic restrictive eating, habitual dieting, over-exercise, irregular/chaotic eating patterns, occasional self-starvation and/ or binging-purging. It can start as a fad, a weight loss mechanism or to control feelings of anxiety and low self-esteem. If left unaddressed and untreated, disordered eating can develop into a diagnosable eating disorder.

Eating Disorders are a group of serious chronic medical conditions in which the individual becomes so preoccupied with food and weight that they can often focus on little else. The main types of eating disorders are anorexia nervosa, bulimia nervosa and binge-eating disorder. Anorexia is characterized by regular self-starvation, a critically low body weight, denial of the seriousness of the disorder and extreme body image distortions. It is not unusual for young people with anorexia to be very defensive and manipulative regarding their eating habits. Try not to personalize this; it is a hallmark of the disorder. Bulimia involves self-induced vomiting, use of laxatives/diuretics/diet pills and excessive exercise. There is a good deal of overlap in behaviors between bulimia and anorexia; they are not necessarily distinct conditions. Finally, binge eating disorder is the most common eating disorder and if left unchecked can lead to morbid obesity and all the associated health conditions.

At first, eating disorders can cause signs and symptoms such as: dizziness, fatigue, constipation, irritability, difficulty concentrating, trouble sleeping and, for girls, menstrual irregularities. Eventually, eating disorders can cause even more serious complications including: muscle wasting, thinning hair, bone loss, tooth decay, anemia, digestive problems, heart problems, seizures or depression, which can spiral to suicidal thoughts or behavior.

Guidance to Respond to Disordered Eating

Field staff should observe, record, and report to their position supervisor via position call guide any early indication of disordered eating. SCA recognizes that this is a complex issue involving many variations and factors and manages these circumstances on a case-by-case basis. Planning and frequent updates with SCA staff are essential to successfully manage these conditions in the field

- Aim to build rapport with the member in a non-judgmental way. A healthy relationship with field staff, the group, and the member is the most indicative step toward a successful outcome.
- Express concern for their health, stamina, and energy level.
- If they specifically ask for help with healthier eating habits, empower them research it on their own, but avoid a preoccupation with discussing their eating with them as they might view this as another loss of personal control.
- With your assistance in observing, recording, and supporting a member with potential eating issues, program leadership will determine if the member is safe to continue the position or if they should exit the program early.

Self-Injury

Through self-injury, the person may be trying to provide a sense of relief, feel a sense of personal control, punish themselves for perceived faults or even to communicate depression to the outside world. Things to watch out for in participants include scars, fresh cuts, scratches, bruises or burns, keeping sharp objects on hand, wearing long sleeves or long pants (even in hot weather) or claiming to have frequent accidents or mishaps. Most frequently, the arms, legs and front of the torso are the targets of self-injury because these areas can be easily reached and easily hidden under clothing. But any area of the body may be used for self-injury. People who self-injure may use more than one method to harm themselves. Because self-injury is often an impulsive act, becoming upset can trigger an urge to self-injure. Many people self-injure only a few times and then stop. However, for others, self-injury can become a long-term, repetitive behavior.

Guidance to Respond to Self-Injury

Any observation, report, or suspicion of self-injury should be immediately reported to the position supervisor via position call guide

- Program staff will help to assess, identify resources, and determine next steps, which may be to early exit the member.
- Monitor the member, including ensuring direct supervision.
- Utilize crew commitments and other tools to ensure a positive, supportive, and open group culture.

Discuss with members who may self-injure:

- Reach out to crew leadership or SCA staff if there is an urge to self-injure or if self-inuring behavior recurs.
- Ensure steps to get adequate and consistent sleep.
- Discuss coping skills and strategies, such as physical activity or relaxation exercises as part of the daily routine.
- Understand situations or feelings that may trigger desire to self-injure, and strategies to prevent.

Substance Use, Abuse, & Addiction

Substances include prescribed and over the counter (OTC) medications, alcohol, marijuana, and illegal substances; all which use must align to SCA and partner policy, such as AmeriCorps. Substance use should be monitored. Any indication of misuse, such as using someone else's prescribed medication, ingesting medications in ways other than manufacturer's intention, over-use, or use which adversely effects or impairs ability to productively participate or contribute to the program, among others, should immediately be reported to the position supervisor via position call guide, and monitored. Signs of misuse, abuse, or addiction include repeatedly neglecting responsibilities, use in dangerous situations (e.g., drinking and driving, mixing alcohol with prescriptions, etc.), adverse or antagonistic behavior (e.g., disputes, fighting, driving, etc.), worsening relationships among crew members or others, and consuming to de-stress.

Guidance to Respond to Substance Misuse, Abuse, & Signs of Addiction

Field staff should observe, record, and report to their position supervisor via position call guide any early indication alcohol or substance misuse. SCA will manage these issues in accordance to SCA and partner policy and with the interests of both the individual and team members in mind

Drug/Alcohol issues are mental health issues but are also medical disorders so some form of treatment will be necessary in most cases. It is imperative to listen, but not judge. Treatment for these issues is beyond the SCA scope but respectful encouragement around seeking help can be a good thing. Help the individual to find healthier coping strategies to manage stress, loneliness, boredom, or whatever issue they are using substances/alcohol to deal with. Look for and listen to signs that these issues are negatively influencing the group or other individuals.

Steps to Behavior Management

Behavior management is an inevitable aspect of any leadership role. SCA programs often require people to come together for long periods of time, share common space, and perform difficult tasks under challenging circumstances. Although each individual shows and manages stress in different ways, adverse behaviors can arise, requiring purposeful leadership and management.

Prevention

Good leadership approach and practice is essential in preventing and minimizing behavior problems. Building rapport with each individual and creating space and opportunity for rapport to build among the team is essential. Stocking up on rapport can be useful when it comes time to offer feedback or corrective action. Being inviting, open, and accepting of feedback is crucial in creating a culture of safety among the team. Determining and communicating clear expectations, not just for behavior, but for roles, tasks, and organization, help to ensure each team member has a shared understanding and purpose. Establishing and using systems, structures, and routines help to communicate expectations and ultimately aid in alleviating the burden of leadership.

Step 1: Review and Update Crew Commitments

Crew commitments should be designed by the crew and align with SCA policy, practice, values, and mission. Throughout a position, crew commitments should be re-examined and updated as the crew goes through various stages of development. Crew commitments are a group contract, intended to set clear and agreed upon expectations for members to live, work, and travel together.

Refer to the Crew Commitment activity in the Activities to Support Program Management Section.

Step 2: Verbal Contract

In the event a member habitually breaks the crew's commitments, the leader should employ a verbal contract. The purpose of a verbal contract is to formally identify adverse behaviors and outline strategies for corrective action and prevention. Verbal contracts can be completed between two individuals, between a leader and a member, or between a member and the crew. Verbal contracts are most effective when both parties have input into the contract and the corrective or preventative strategies that are outlined. *The position supervisor should be notified after each verbal contract is completed.*

Checklist for Verbal Contract

- Should aim to be restorative and growth oriented, not authoritarian
- Should include naming the adverse behavior and specific strategies to prevent or correct the adverse behavior
- Avoid 'punishing' anxiety related behaviors
- Consider teaching and practicing feedback, conflict resolution, and self-advocacy tools, such as VOMP, CFR, and "I feel" statements, prior to initiating a verbal contract
- Consider using a third-party mediator, such as another group member or staff
- Establish a routine of checking in, support, compassion, and accountability after a verbal contract is made

Step 3: Written Behavior Contract
Sometimes called a 'performance plan,' a written behavior contract formally outlines and documents an adverse behavior, the conditions and circumstances in which the behavior exists, and agreed upon strategies to prevent or correct the behavior. Both parties should have input into the contract including the adverse behavior addressed, strategies to address the behavior, and consequences if the contract is broken. SMART goals should be used as a template for writing a behavior contract. Each party should also sign to acknowledge they understand and agree to the contract. If a minor, under 18 years old, is involved in a written behavior contract the parent or guardian should be notified. *The position supervisor should be notified before a written behavioral contract is completed, and only position supervisors should contact parents/guardians of minors. Position supervisors should receive a copy of any written behavior contract.*

Checklist for Written Behavior Contract

- Should be between a leader/staff and a member
- Should include naming the behavior it seeks to address
- Should be conducted at an appropriate time, when each party involved is calm and collected
- Should be timely, not too long after a situation occurs that the contract is irrelevant
- Should include consequences if the contract is broken
- Should be dated and signed by the parties involved

Step 4: Written Behavior Contract is broken
Position supervisors should be consulted as soon as reasonably possible if a written behavior contract is broken. Leaders and staff should ensure that members involved in the contract know and agree the contract is broken and should be offered reasonably opportunity to re-address the terms in the contract under growth-oriented means. Position supervisors can help determine if the contract should be updated or re-written, how new strategies can be employed, or if alternate steps should be considered. Dismissing a member is a last resort and is typically reserved for blatant, obvious, and direct safety concerns. Only SCA staff can dismiss a member; position supervisors are required to consult with the HR and Safety Departments prior to dismissing a member.

4. Threatening Environment Incident Management

'Threatening environment' is a vast term, intended to encompass any external danger. Threatening environments can include hazardous public or partner interactions/situations, weather events, hazardous housing conditions, and wildlife encounters. The adverse outcome of these events can often be psychosocial, meaning that social or emotional harm was sustained.

Dangerous Public & Urban Situations

Illicit behavior such as illegal drug use or trade, prostitution, disorderly or alarming behavior, and illicit artefacts such as illegal substances, drug paraphernalia, weapons, or stray animals should be avoided. Project work and program activities should be halted, and crew members should be removed, or greatly and obviously distanced, from these situations. Members should not attempt to move or handle illicit artefacts or interfere with illicit or alarming behaviors. These circumstances should be immediately reported to the position call guide via the position call guide. The position supervisor can help determine who and when to contact the partner site supervisor and/or law enforcement or other authorities, if applicable.

Uncomfortable or heightened interactions with members of the public, partner personnel, or with the police or another authority figure can sometimes occur. The position supervisor should be notified via the position call guide under these circumstances as soon as reasonably possible. Crews should provide appropriate credentials to any inquiring or suspicious person and refer questions to the SCA position supervisor or partner site supervisor. Members and staff should always cooperate with the police or other authority; however, any misconduct, wrongful allegation, or mistreatment should be reported to the position supervisor via the position call guide.

Active Shooter

This guideline is focused on an indoor setting. Use your best judgement on what actions to take when in an outdoor setting. When there is an active shooter, remain calm. You must quickly determine the most reasonable way to protect your own life.

Call 911 when it is safe to do so and alert the police to the shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

Run / Evacuate: (if escape route is possible)

- Have an escape route in mind.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others escape if it is safe to do so.
- Prevent individuals from entering an area where the active shooter may be.
- Keep your hands visible.
- Follow the instructions of any police officers.
- Do not attempt to move wounded people.
- Call 911 when you are safe.

Hide: (if evacuation is not possible)

- Hiding place should be out of shooter's view.
- Hide behind large items that provide protection if shots are fired in your direction.
- Do not hide in groups.
- Try not to trap yourself or restrict your options for movement.
- Lock the door.
- Silence cell phones, and other sources of noise.
- Blockade the door with heavy furniture (door should open in).

Fight: (Last Resort, imminent danger)

- As a last resort, attempt to take the shooter down. When the shooter is in close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
- Act as aggressively a possible against him/her. Throw items, improvise weapons (chairs, fire extinguishers, scissors, etc.).
- Commit to your actions.

Biased Behavior from Public or Partner Personnel

Members and staff should plan and conduct their work under the expectation that exclusion and biased behavior can arise in any situation. Personal perception of risk, safety, and risk acceptance is paramount in this work. Many members travel to unfamiliar communities for their SCA position, which can contribute to feelings of discomfort and potentially unsafe, or "bothered" positions. Some local community members use individuals' identities as a biased marker of danger to the community, which puts SCA members and staff at disproportionate risk from law enforcement and vigilante behaviors.

Example situations include: if police are called on SCA members, hate symbols displayed at or near the project/program site, the site is an area with a history of hate crimes against their identities (e.g., sundown towns), members wrongfully and disproportionately accused of misconduct or theft, members refused service or face increased barriers to service than their colleagues, micro-aggressive comments, attitudes, and biased behaviors underlying partner and public interactions, slurs used by partner personnel or members of the public, sexual harassment, and verbal abuse due to misunderstandings about a member's disability. The chance of these situations occurring can be exacerbated in field settings where members are alone, in an unfamiliar area, or with colleagues and staff who are uninformed, unaware, or which they do not trust yet. In the immediate and over long-term periods, prejudice-driven interactions and conflict can threaten members' physical health and safety. Moreover, these types of situations can impact mental health, productivity, and professional development. Under these circumstances, many at-risk members modify their behavior in an attempt to avoid these kinds of situations. However, doing so is mentally draining and has clear downstream effects on the individual health and group contributions, and can influence overall ability to conduct safe, productive, and meaningful conservation work.

Biased Behavior Prevention

The strategies outlined are used to supplement best safety practices and the guidance provided throughout leader training and this field guide. These strategies are flexible and can be used in conjunction with one-another, depending on the situation. These strategies are not comprehensive and should be tailored to any given circumstance.

Building a group culture aimed at honoring individuals' identities should include norms about inclusive language, actions, and behavior. Context and purposeful structure can help individuals feel seen and supported and have a clear path forward if they experience biased and exclusive behavior during their service:

- **Self-educate** on the experience of team members' identities and the types of risks they may encounter throughout a position.
- **Resources should be included in the position's Emergency Response Plan (ERP**).
- Before a new project or site, **the team should review service and site management plans.**
- **Include identify related risks in field risk assessments, safety briefings, and safety management plans**.
- **Conduct regular group and individual check-ins** help to monitor progress, feelings, and gather feedback for actionable changes. It's natural to adjust leadership style and group structures as groups develop.
- **Leaders should request regular and frequent check-ins with their SCA**

position supervisor and include group observations and feedback.
- **Listen to and respect the lived experience** as the group develops, including any personal perception of risk and safety.

Guidance to Respond to Biased Behavior from Public or Partner Personnel

- Immediately notify SCA staff if members and crews feel unsafe, threatened, or are in a stressful and unmanageable environment to discuss ways to modify the project or activity.
- Separate members from the situation and utilize 'power in numbers' (avoid situations where separation may cause a person to be left without crew support).
- Consider and/or discuss with SCA staff contacting partner site supervisors. They can sometimes provide immediate direction or intervention. However, field staff should not feel compelled to approach an external individual following a biased incident without first discussing with the position supervisor.
- Field leaders should only approach an external individual presenting biased behavior if they feel comfortable and it prudent, and only with other people present.
- After an incident or situation, SCA staff should be utilized as a support group. For example, the position supervisor can work directly with partners to modify work/housing plans or situations, if needed. SCA staff can also contact the authorities and can help navigate partner agency documentation and reporting.
- Consider checking in with an affected member individually.
- Give time and space to debrief the situation with the crew afterwards. Be mindful of the timing for this debrief so the crew to have an effective conversation. Request additional SCA support when needed.
- Follow up with the crew to implement changes or return to site plans and protocols.

Guidance for Approaching Public or Partner personnel

If field leaders feel comfortable and prudent to approach an external individual following a micro-aggressive comment, slur, or exclusive approach, they should do so with other people present. Some strategies for this interaction include focusing on feelings and the impact of the other person's words/action, rather than accusations toward that person. This approach will help to focus on what members need and can control. Other tools include "Are you open to hearing how I experienced what you said?", "I would like to tell you how your words affected me, but I'm worried you'll become defensive," and "I hear that your intent was (blank). I can appreciate your good intentions, and it's important to me to share the impact of your words/actions." It's important to remember that members who experienced biased behaviors from the public should feel in control and contribute to planning and approving the next steps, and that next steps are happening on their terms.

Dangerous Facilities, Housing, or Provided Accommodations

Hazardous situations involving facilities include mold, exposed asbestos, fire or fire hazards, flooding, or any other health and safety concern. Facilities with these conditions should be avoided and immediately reported to the position supervisor via the position call guide.

Inclement Weather

Field staff should halt project work or program activity if the weather and conditions become overtly dangerous or unmanageable, or unless directed by SCA or partner policy or directive. Appropriate measure should be taken, including seeking shelter, seeking higher ground, avoiding buildings, etc. Under these circumstances the position supervisor should be notified as soon as reasonably possible via the position call guide. Inclement weather includes any wind, rain, flood, or snow event, lightning, named storm, wildfire, air quality, earthquake, etc.

5. Missing, Overdue, & Unaccounted for Incident Management

Any member, staff, or group that is unaccounted for any period or overdue to a specific meeting place or time is considered missing. This includes members who unexpectedly and without notice do not arrive to the first day of a program, or after a weekend or break. Missing person(s) is an incident type, with varying degrees of severity.

Lost & Alone Protocol for Members

If a member finds themself lost and alone, they should:

- Stop and wait for help to come. Continuing to move may make it harder to be found.
- Make themselves heard. Use a whistle, another noise making device, or yell. Use regular patterns to signal they are lost. Commonly, three whistle blasts every minute signals sign of distress.
- Make themselves visible (use good judgement, don't climb a tree but do stand atop a hill or clearing).
- Take steps to protect against changing weather conditions. Ration food and water in the event it takes a while to be located.
- If in a group, keep group members together and use the same procedure.

Steps to Locate a Missing Person(s)

Step 1: Conduct an initial field search

As soon as someone is noticed to be missing or unaccounted for, an initial field search should be conducted. The group should be organized to search in a strategic manner, but also kept together to avoid missing more members. Trailheads, break spots, restrooms, tents, and accommodations, and other common or meeting spots should all be searched. Cell phones should be called and texted if the missing member(s) have one.

Step 2: Escalate to the position supervisor (via call-guide)

SCA should be notified via the position's call guide if the person is not located within one hour. Be prepared to assist the SCA staff in understanding the circumstance, including the context such as decisions and actions for the person to go missing, current and changing weather conditions, and any other pertinent details such as pre-existing conditions, etc. Depending on the situation, the crew leader or SCA staff can notify the partner to aid in the search or call the emergency contact for any additional information.

Step 3: Notify authorities

After every reasonable and possible attempt is made by the crew in the field, the SCA, the partner agency, and the member(s)' emergency contact, SCA staff will notify the authorities to report a missing person(s). *This is an extremely rare circumstance that should only occur under the direction of SCA's critical incident response team.*

6. Incident Debrief

SCA has an opportunity to learn from each incident or near-miss that occurs in the field. Incident debriefs offer opportunity for reflection, growth, acknowledgement, and healing. A debrief should entail determining what happened, who was involved and effect on people, the subjective and objective factors that contributed to the incident, the significance or importance of the incident, and actionable next steps toward recovery and prevention. The incident debrief serves as a crucial step to mark that an incident or situation is resolved.

The facilitator for an incident debrief depends on the severity of the incident. It is common practice for an SCA program staff member, national program staff, or risk management staff member to facilitate an incident debrief or incident review.

Debrief Outline

The basic questions that we should ask in a debrief can be simplified as follows: What? Gut? So What? Now What?

What?

Observations: Getting the Facts

- Based on what people see, hear, touch, smell, taste.
- Discuss the facts of what happened, in detail (who, what, when, where, why, how, etc.).
- Read incident report and fill in any gaps.

Gut?

Reactions: Emotions, Feelings, Memories

- Our emotional responses.
- Feelings about the topic – angers, excites, frustrates, enjoys.
- Give space for members to surface, share, and explore the emotional impact of the event.

So What?

Ideas: Meaning, Significance, Purpose, Importance

- What people think about the topic.
- What the topic means to them.
- Identifies available options and possibilities for what might be done differently in the future.
- Crystallize learning by referring to core concepts: SCA risk philosophy statement, the idea of "mission-driven risk management" (our need to achieve our mission while doing so safety), and asking about operational aspects like the JHA, the ERP, policies/procedures, what training might help in the future, etc.

Now What?

Decisions: Future Resolves, Next Steps

- People decide what they will do with the information.
- How they want to act after the debrief.
- Identify specific actions steps for the future and share your findings with SCA so we can monitor trends and adjust as needed.

Maximize Learning from An Incident:
Timing: If an incident was traumatic or personally emotionally-charged, then it's impossible to move on to intellectual analysis until the emotions have been effectively processed or given time to dissipate. Identify a time that will allow those involved to fully focus on a discussion of the incident to give it the proper attention it deserves. Good working relationships are the foundation on which good mentoring is built. You can't facilitate effective conversation and learning if the parties don't have mutual trust, respect, and rapport.

Structure: A thoughtful debrief will identify the educational goals at the beginning. The intent is to understand what happened, to learn, and to take steps to prevent recurrence. It's important to identify that the primary intent is to facilitate understanding and learning.

Active Listening: Being an active listener means reframing questions if needed, repeating participants' words back to them, and asking for clarification or examples when needed.

Willingness to critically think and acknowledge mistakes: Everyone participating in the debrief must have a willingness to acknowledge their own mistakes.

Debrief Checklist

What Happened: A brief understanding or acknowledgement of what occurred, including the incident type, day and time, and number of days into the program.

Where Did It Happen: Including SCA branch, city/county name, land management agency, facility name, park name, terrain feature, etc.

Who Was Involved: Names, roles, ages, pre-existing conditions, evacuation information, etc.

What Was the Outcome: Type and location of injury, illness, psychosocial outcome, etc.

Subjective Contributory Factors: Factors the leader and group identifies that may have contributed to the incident, including attention, distraction, carelessness, dehydration, nourishment, experience, qualifications, competence, fatigue, group dynamics, poor hygiene, judgement, decision making, deader to participant ratio, low motivation, instructions not followed, physical condition, fitness, planning, preparation, policy not followed, program design, schedule, itinerary, activity selection, risk assessment, safety management, social misunderstanding, or cultural Misunderstanding.

Objective Factors Involved: Terrain, weather, vehicle, and tools involved in the incident.

Actionable Steps for Prevention & Minimization: Key learnings and take-aways that will be applied to prevent the incident from occurring or minimize the outcome of a similar incident.

7. Incident Documentation

Position supervisors report incidents in SCA software for two main purposes: to document a specific incident and to collect data for organizational learning and improvement. The following criteria are used to determine if an incident or situation is reportable. Referencing this criterion helps to collect and pass along information to assist in effective incident reporting.

Reportable Incidents

Situations resulting of the following outcomes or circumstances are reportable incidents:

Injury – an occurrence resulting in bodily harm
Illness – an occurrence resulting in physical but non-traumatic (medical) ailments
Psychosocial – an occurrence resulting in social and/or emotional harm or associated with mental illness
Threatening Environment – a situation involving an external threat to SCA personnel (e.g., weather, environmental, facility related, public personnel, etc.)
Missing Person(s) – a situation involving an unplanned and unaccounted-for period of time

Vehicle, Property, Equipment, & Tool Damage/Issues

Notify the position supervisor within business hours of any vehicle, property, equipment, or tool damage to replace, repair, find an alternate solution, or to report to SCA insurance.

If damage involves injury, psychosocial harm, or near miss incident, notify position supervisor as soon as possible and in accordance with applicable protocols.

Incident Types & Examples

This chart outlines the type of incidents that nearly all adverse situations can be grouped into, and examples according to the severity scale. The severity rating of the incident should be based on the severity principles and definitions, but it ultimately a subjective determination from the people involved.

Threshold	Threshold 0	Threshold I	Threshold II	Threshold III	Threshold IV	Threshold V
Severity	Near Miss	Minor	Moderate	Serious	Severe	Critical
Impact	Negligible impact	Short-term impact	Short to medium-term impact	Medium to long-term impacts	Serious long-term impacts	Lasting impacts
Criteria	**significant consequence is narrowly avoided.**	**Routine Incident** resulting in minimal disruption to program activity.	**Non-routine Incident** resulting in program activity stopping or delayed for a short time.	Requires **emergency response** (i.e., backcountry evacuation or front country EMS).	An **urgent or highly sensitive situation.**	Fatal or potentially fatal incident. Loss of limb or paralysis.
Example Injury or Illness	Any close-call which significant injury or illness is narrowly avoided such as nicked chaps, almost vehicle accident, falling, rolling, or flying object nearly hits someone, etc.	A routine occurrence requires routine response such as bites, stings, rash, engorged ticks, scrapes, cuts, bruises, blisters, sun burns, nausea, etc. Assessment/care at field-level.	A non-routine incident requires non-emergent but escalated response such as a muscle strain, persistent diarrhea/vomiting, chemical burn, Lyme diagnosis, animal bite, numerous bites/stings, rash in sensitive area, etc. A previously undisclosed medication or condition. Assessment/care sought at medical clinic.	A non-routine incident requires emergency response such as troubled breathing, a fracture or tear, large burn or burn in sensitive area, deep cuts and serious bleeds, hypothermia, heat exhaustion, etc. Results in early exit. Emergency assessment and care required (e.g., EMS, hospital).	An urgent or immediate evacuation is required from the program due to life-threatening injury or illness such as an anaphylactic reaction or epinephrine is administered, loss of consciousness, vehicle rollover, emergent transport to the hospital via ground or air ambulance, etc.	
Example Psycho-social	*None: any threat to social/emotional wellbeing is considered an adverse outcome.*	Behavior, conflict, or wellbeing concern that requires leader intervention.	Behavior, conflict, or wellbeing concern that requires local program supervisor intervention (e.g., performance plan, conflict with site supervisor, etc.).	External professional assessment or care (e.g., counselor, member assistance program (MAP), etc.). Results in early exit.	Threat or suspicion of self-harm or injury. Allegation of staff misconduct. Mandatory reporting compliance.	
Example Threatening Environment	Alarming (non-routine) wildlife encounter without injury.	Theft or trespassing with no threat to personal safety *Routine, inclement weather does not require an incident report.*	Severe weather requires itinerary change or temporarily halts program activities in a non-urgent manner. Dangerous or unsafe condition of provided housing or facility.	Severe weather requires program activities to cancel e.g., miss a day(s) of service). Alarming or threatening public environment (e.g., gunshots or violence).	Severe weather requires local evacuation, new/emergency housing, etc. Threatening public environment requires emergency action (e.g., shelter in place).	Threat of or significant property damage or loss of life.
Example Missing Person(s)	*N/App*	*Routine unaccounted for time does not require an incident report (e.g., excused absence, tardiness)*	Missing/unaccounted for person(s) resolved by the leader or group.	Lost/missing person or group that requires SCA support to be resolved (e.g., calling emergency contact, etc.)	Lost/missing person or group that requires external support to be resolved (e.g., partner search, etc.).	A person or group is declared missing.

Chapter 6 Local Program Resources

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