



STUDENT CONSERVATION ASSOCIATION

conservation begins here.

SCA FIELD GUIDE



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Chapter 1

Welcome to SCA

Revised on 1/1/2023

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Welcome to SCA



Welcome

Message from SVP
of Program



Past

Liz's Story



Present

Mission
Values



Future

Framework
Our Impact

A Message from Senior VP of Program Matt Gray

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 reached 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 wondrous 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.

Matt Gray

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.

Our Commitment to Justice, Equity, Diversity and Inclusion (JEDI)

Justice, equity, diversity and inclusion are fundamental to the culture and mission of the Student Conservation Association (SCA). We embrace diversity and strive to foster an organizational culture that demonstrates inclusiveness and multiculturalism. As we pursue our mission of building conservation leaders, the SCA will continue to engage young people from all backgrounds and abilities. We seek the broadest possible range of voices, perspectives, and experiences among our staff, board and other stakeholders. By empowering each individual and appreciating their unique identities, we endow the organization with greater collaboration, innovation, and wisdom and advance as an institution and agent of change.

#alumfromdayone

When you start your service with SCA, you become part of our alumni network which is more than 100,000 strong! We 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.

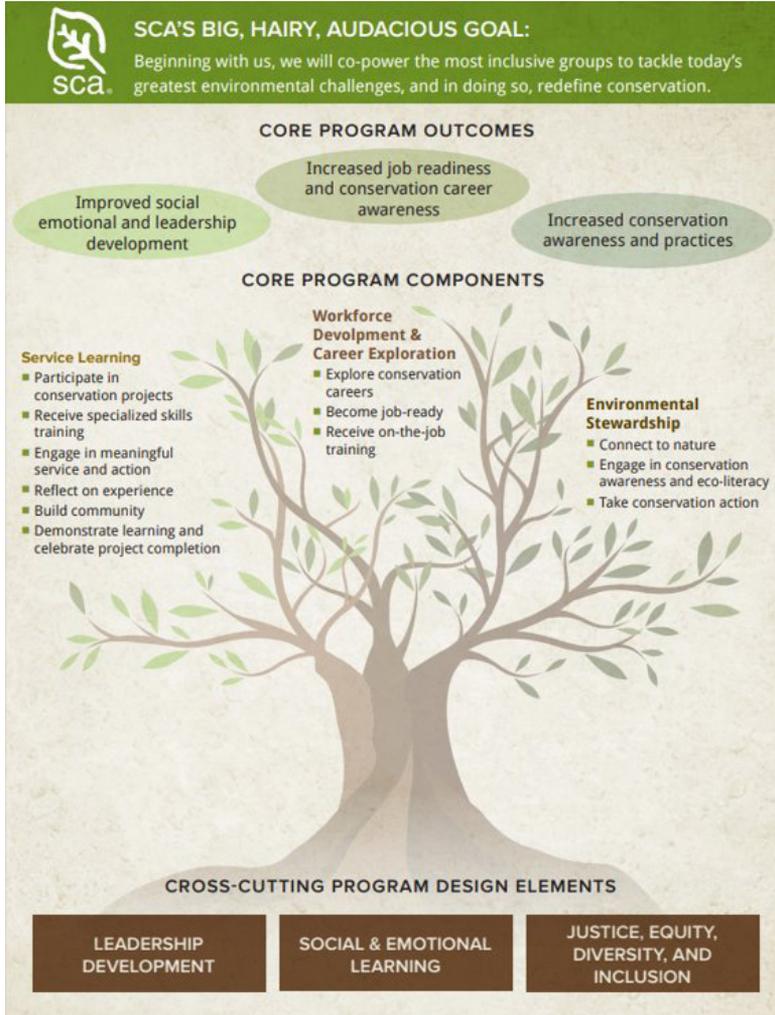
Finally, Alumni are the best staff! Please consider looking for your next opportunity with SCA.

Field Leaders: <https://www.thesca.org/serve/field-leaders/current-openings>

Full Time Positions: <https://www.thesca.org/about/careers-sca>

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.





Chapter 2

Program

Management

Revised on 1/1/2023

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Program Checklists

Ramping Up to Start Date

- ❑ Meet with your supervisor and agency partner to learn more about the plan for the project, including the work project expectations, tools and equipment, and schedule for the project.
- ❑ Learn more about the members on the team on MySCA. In the portal, you can review applications, medical conditions, and dietary and allergy information to be prepared to make accommodations for the crew.
- ❑ Follow supervisor instructions to contact members, via phone or email. Your first contact should include a brief introduction, 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 initiatives.
- ❑ Orient the group to the site, including where to find bathrooms and where to put belongings.
- ❑ Hold the first safety briefing (refer to Policies and Procedures and the First Safety Briefing in the Core Curriculum).
- ❑ Teach proper sanitation hygiene and sanitation techniques in relation to bathroom, personal care, handwashing, dish washing, water treatment and consumption, food storage and handling.
- ❑ Explain to the entire crew that as a leader of the group you are a mandated reporter. Explain that this means that any abuse or neglect of a child that the members divulge will be reported to the proper authorities. Share that you are not able to promise confidentiality about these topics.
- ❑ Work on the Crew Commitment as a group (refer to Crew Commitment in the Core Curriculum section) to begin establishing expectations.

During Program

- ❑ Follow supervisor instructions to track and report work time. Ensure that member and leader time is entered in the appropriate system of record on a weekly basis.
- ❑ Ensure that work accomplishments are up to date and entered in the appropriate system of record. If you do not have access to MySCA, you can use the paper version of the output log, found in this section.
- ❑ Record all transactions and expenditures of the program in the budget book provided in this section or another method. In preparation for final accounting, keep your budget up to date and accurate.
- ❑ 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. Keep receipts in a safe location, which may include uploading them directly to Nexonia.

- ❑ 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.
- ❑ Continually facilitate team building activities. Be sure to assess the stage of group development of the crew.
- ❑ 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 the Core Curriculum, as well as spontaneous learning experiences.
- ❑ 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 (see guidance “Program End Equipment Tasks” later in this section).

- Complete budget books and submit all receipts, expenses, and requests for reimbursement.
- Complete all output logs.
- Complete the final report.

Resources

The resources provided in these pages are intended to support leaders with administrative and safety functions critical to supporting their crew. Check in with your position supervisor if you have questions about the resources provided here.

Note for 2023 - many of these items found in this section were previously in the field log.

Additional resources can be found at scacrewleaders.org.



Resource A: Job Hazard Assessment

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)

	Likelihood	Consequence
1	Unlikely	Minor
2	Possible	Moderate
3	Likely	Serious
4	Very Likely	Severe
5	Certain	Critical

Risk Rating	
High	Do not proceed.
Medium	Implement more/different control measures.
Low	Proceed as planned. Regularly check in and reassess.

Risk Matrix						
Likelihood (of the event occurring)						
	1 Unlikely	2 Possible	3 Likely	4 Very Likely	5 Certain	
Consequence (of the event occurring)	5 Critical	Low	Medium	Medium	High	High
	4 Severe	Low	Medium	Medium	Medium	High
	3 Serious	Low	Low	Medium	Medium	Medium
	2 Moderate	Low	Low	Low	Medium	Medium
	1 Minor	Low	Low	Low	Low	Low

Resource E: Coding Expenses

Log in on the Nexonia website. To start, click Expense Reports and select Add Reports. A box will appear to title your report. Use the naming convention [FY23] + [Date range of transactions] + Team Name or PO for Team]. For example, FY23 April 1-15 Los Padres Fuels Team.



Add Expense Item

When you need to be reimbursed for using your personal money to purchase something for your team on behalf of SCA or using your personal vehicle to travel to your site or training, select Add Expense Item.

Add from Card Transaction

When you used your SCA-issued US Bank Card to pay for items for your project or position, select Add From Card Transaction. Then, click Create next to the transaction. If you do not see the charge, wait until next week. It can take several days after the transaction to sync.

Fill out the categories in the expense report with the following information.

Funder	Your manager will provide you with a funder.
Agreement	Your manager will provide you with the agreement.
Category	Select “Program”. A second dropdown box will appear and will provide options to select the expense: postage, lodging, field-based meals, and so on. Select the category that matches the type of purchase you made. If you are unsure, ask your manager for clarification.
Receipt	Select “yes.” Always include a receipt.
Billable	Check box. All program expenses must be marked billable.
Department/ Project/ Position	Enter position number for your crew. This starts with PO- followed by six numbers. In some cases, you may receive a project number instead, starting with PR. Follow the guidance of your manager.
Employee	Start typing your name and when it appears, select it.
Vendor	Start typing the name of the merchant. If it is a common merchant, it will appear. If it is an uncommon merchant, find the generic general category of the merchant you visited, “Hotel, Other”, “Parking Authorities”, “Restaurant, Other”. Pick the one that matches the type of merchant as close as it can.
Worked in State or Site	Use your park or project site if listed. Enter the state if not.
Memo	This may autofill from the transaction information. Do not delete this. You may add more information following the pre-filled to describe the purchase.



Click Add Receipts to upload a copy of the receipt. Ensure that the receipt is legible and includes the transaction total (including tip if applicable), vendor name, last four digits of the credit card, transaction date, and itemized list with the detail of purchase. Purchases with a tip require two receipts: both the itemized receipt and the receipt with tip and total amount.



Click save and close when you are finished.

Resource F: Output Log

When you do not have access to MySCA, you can use this paper version to track accomplishments to later refer to as you enter output logs on MySCA. Complete one for each project and category of work.

- Use the accompanying page “Possible Categories & Subcategories” to choose one category, one subcategory that fits what you did, and one reason that best explains why you did it.
- Note the required unit of measurement for the category.
- After the project is complete, add up how much you did and record the on the “Total # Completed” line.

Summary of Required Information

Project Start Date	
Project End Date	
Category (see accompanying page)	
Subcategory (see accompanying page)	
Total # completed	
Unit of Measurement	
Best Description for Overall Reason for Project's Completion	

Daily Log

Use the daily log to record how much you completed during each day of project work. Be sure to use correct measurements.

Date	Amount Complete
Subtotal	

Date	Amount Complete
Subtotal	

Date	Amount Complete
Subtotal	

Description

Use this space to describe more details about your work accomplishment: Where was it? (Which park, trail, forest, etc.) What was the specific type of work? What is better off or made possible as a result? What was a highlight?

Possible Categories & Subcategories

Note: To be counted, total work accomplishments in the category must be collected and reported using the required measurement units.

Category: Certifications

Unit: # certifications

Subcategories:

- CPR
- First Aid
- Leave No Trace
- Wilderness First Aid
- Wilderness First Responder
- Wildland Fire (Red Card)
- Chainsaw
- Defensive Driving
- Herbicide Application
- Off-road driving/ATV
- Operational Leadership
- Certified Interpretive Guide
- Other: _____

Category: Collecting Data

Unit: none

Subcategories:

- Animals
- Artifacts or cultural resources
- GIS
- Land, wetland, or water
- Visitor use (e.g. campsites, trails, visitor counts, etc.)
- Other: _____

Category: Education & Outreach to People

Unit: # people

Subcategories:

- Interpretation
- Tabling at a community events
- Teaching lessons to youth
- Visitor center contacts or roving
- Media or communications (such as video, photography, website, social media)
- Writing curriculum or developing education programs
- Other: _____

Category: Gardening & Landscaping

Unit: # varies

Subcategories:

- Planting trees (# trees)
- Planting vegetation (not trees) (# plugs)
- Watering, mulching, or maintaining plants (# sq. ft.)
- Urban/community gardening (# of urban/community gardens)

Category: Improving Land or Wetland

Unit: # acres

Subcategories:

- Prescribed burns and fire prep
- Removing invasive species
- Trash clearing and removing structures
- Other: _____

 Category: Improving Shore/Waterway

Unit: # feet

Subcategories:

- Removing invasive species
- Trash clearing and removing structures
- Other: _____

 Category: Improving Trail

Unit: # feet

Subcategories:

- Improving existing trail (including all trail structures)
- Building new trail
- Other: _____

 Category: Leading Volunteers in Service

Unit: # volunteers

Subcategories:

- Leading volunteers (do NOT include SCA members)

Note: Remember to create a separate output log for the actual work completed with the volunteers.

 Category: Preserving Historic & Visitor Use Buildings

Unit: # buildings

Subcategories:

- Preserving historic buildings
- Maintaining visitor use structures
- Other: _____

 Category: Other

Unit: Describe unit of measurement

Subcategories:

- Other: _____

Best Description for Overall Reason for Project's Completion

Pick one.

- | | |
|--|--|
| <input type="checkbox"/> Habitat restoration | <input type="checkbox"/> Cultural preservation |
| <input type="checkbox"/> Coastal & marine restoration | <input type="checkbox"/> Historic preservation |
| <input type="checkbox"/> Climate change & resiliency | <input type="checkbox"/> Energy |
| <input type="checkbox"/> Endangered & threatened species | <input type="checkbox"/> Business sustainability |
| <input type="checkbox"/> Water conservation | <input type="checkbox"/> Recreation & visitor access |
| <input type="checkbox"/> Wildfire mitigation | <input type="checkbox"/> Building conservation awareness |
| <input type="checkbox"/> Food systems | <input type="checkbox"/> Equal access to nature |

Resource G: Member Reflection & Assessment

Youth Programs

Please use this assessment tool as a guide in your own notes in the field during your discussion with each member. This is an opportunity to reflect on the areas in which the member has grown over the course of the program that will help prepare them for success in the workplace. Use this opportunity to celebrate successes and discuss areas for continued growth. All members should have the opportunity to review their completed assessment form with their leader(s). After completing the assessment, please complete the official assessment online in your MySCA portal.

Use the following as a guide: Rarely = about 20% of the time, Occasionally = about 40% of the time, Sometimes = about 60% of the time, Often = about 80% of the time, Very often = nearly 100% of the time

Demonstrated interest in gaining new skills, knowledge, and/or experiences.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to activities or tasks when working with others.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showed professionalism by being on time, dressing appropriately, and/or following policies.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked independently after receiving instruction.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepted feedback and strives to improve.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acted as positive example for team members.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated initiative by taking on activities and tasks without being asked.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write down and share 1 or 2 specific examples that describe the ways in which this member has demonstrated improvement in job readiness-related skills and abilities over the course of this SCA experience.

Do you recommend this member for another SCA position?

- Highly recommend
- Recommend
- Recommend with reservations
- Not recommended

Please write down and share 1 or 2 specific examples or reasons that illustrate why you do or do not recommend this member for another SCA position.

Resource H: Young Adult Performance Evaluation

Mid-term

Please use this assessment tool as a guide in your own notes in the field in your discussion with each member at the midpoint of the program. All members should have the opportunity to review their completed assessment form with their leader(s). After completing the assessment, please complete the official assessment online in your MySCA portal.

This member accepted feedback and worked to improve.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
This member demonstrated initiative by taking on activities and tasks without being asked.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
This member consistently followed safety policies and protocols.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
This member sought out ways to help the team.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
This member showed professionalism by being on time, dressing appropriately, and following policy.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
This member was able to perform the work required for this position.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
This member made adequate progress toward the work objectives for this position.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
This member was a positive asset to this site/project.				
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>

If you answered strongly disagree or disagree on any of the above, please write out and explain.

Goal Setting

If you did not agree with any of the statements, these are the areas where we encourage you to work with the member to set SMART goals for personal and professional development. Even if the member is currently excelling at the tasks that have been assigned, it is a great opportunity to set goals for the remainder of the season.

End-of-term

Please use this assessment tool as a guide in your own notes in the field during your discussion with each member at the end of the season. All members should have the opportunity to review their completed assessment form with their leader(s). After completing the assessment, please complete the official assessment online in your MySCA portal.

This member accepted feedback and worked to improve.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This member demonstrated initiative by taking on activities and tasks without being asked.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This member consistently followed safety policies and protocols.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This member sought out ways to help the team.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This member showed professionalism by being on time, dressing appropriately, and following policy.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This member was able to perform the work required for this position.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This member made adequate progress toward the work objectives for this position.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This member was a positive asset to this site/project.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please choose from the following the statement that best reflects this member's performance:

- This member performed with excellence and would be an asset in a future position.
- This member performed well and is recommended for future positions.
- This member left early, was terminated, or had other notable difficulties in the position but should be considered for future positions.
- This member should not be considered for any future positions due to significant behavioral challenges that led to termination. If you choose this option, please explain in detail.

Resource I: Letters of Reflection

Identify and schedule an appropriate time for members to write their letters of reflection. While members are required to write an individual letter from their own perspective, they can discuss and work on them together after you have provided context and guidance. It is best to take time towards the end of the project or hitch, preferably after a great day of work. Begin the activity by asking members to talk about their experience, reflecting on favorite memories, skills they have learned, how they feel they have grown or changed because of the experience.

This can be a great opportunity to explain that as a nonprofit organization, SCA relies on donors and partners to help fund its work. This is an opportunity for members to share their experience and to thank donors and partners for making this experience possible.

Tips for Writing a Great Letter

- Make it personal by including specific examples of what they did or what they learned.
- Try to be positive, even finding humor in things that didn't always go as planned.
- Write legibly and avoid abbreviations (example: "LOL")
- Members are welcome to include a drawing or poem as a part of the letter.

Example:

Dear SCA Supporter,

You don't know me, but thanks to your donation I've been able to have a life changing experience this summer. I just spent a month working in the Alaskan backcountry, clearing trails in a national park. These trails will provide access to one of the most beautiful places I've ever been.

I don't know you, but your generosity has provided me with this phenomenal experience. More than that, you have helped provide access to a beautiful, untouched piece of wilderness. The trails that we have built will clear the way to wondrous, tall peaks, and pristine turquoise lakes. You were a part of providing that pathway.

On a smaller scale, you have helped a small group of teenagers have an amazing time. Working and living with such a small group brings about a unique type of closeness. After a day of sawing fallen trees, and clearing branches, we could jump into the lake together. We learned to rotate chores, and support each other. This is a special type of bond, and I'm grateful for your help in bringing it about.

Thank you,

-Tessa

Resource J: Program End Equipment Tasks

At the end of program, make sure that all your equipment is clean, packed up, and ready for use by another program. By taking care of your gear daily this should be an easy task. Leave a cache that you'd be happy to use for another month or more. Boxes and totes should be filled to maximum capacity without overfilling or forcing items in. More empty space means a higher cost for shipping. All equipment should be sent back to NH via the prepaid label included in the cache.

Please Keep the Following in Mind:

Tents

- Tents should be dried, cleaned (inside and out), and packed away neatly in their proper bags.
- If tents are packed wet, make a note on the box they are being shipped in. Tents need to be inspected by a leader before they are taken down and checked for the following:
 - Ensure they are clean and free of trash, food, vegetation, soil, etc.
 - Look for damage - holes in the floor, mesh, fly
 - If damage or food is found, mark tent with repair tags and use flagging or a Sharpie to mark site of damage.

Kitchen

- All kitchen gear should be clean, grease-free, and dry.
- Two-burner stoves should be free of crumbs and grease, with regulators stowed in stove.
- Throw away or recycle any broken, burned, or useless items (melted spoons, broken measuring cups).
- No liquids or propane canisters should be left in bins.
- Ensure knives are stowed in a safe way to prevent injury.
- Do not pack dirty oven mitts, used sponges, plastic ware, etc.
- When you are sending back caches to NH, do not ship any bleach, dish soap, wet/dry sponges, or any other liquids (other than the tick/ivy lotions that the warehouse supplies; these should always be in a Ziploc bag).

Backcountry Gear

- Whisper Lite stoves should be cleaned of soot and placed in the proper bag.
- Do not include lighters.
- Mini Works filters should be completely dry with the hose removed from the intake assembly.
- Filter cartridges need to be completely drained and bags should be cleaned of debris and dry.

First Aid Kits

- Remove all trash, empty packaging, and any non-issued items (i.e. anything that was not sent in the kit initially).
- Make sure the Epi is safely placed in the kit, ensuring it will not break during shipment.
- At the end of each program, the first aid kits need to be sent to the NH Cache.

PLB/Garmin InReach

- Garmin and PLB devices should be returned with the other equipment, please ensure that the devices are protected and packaged sufficiently to prevent damage during shipping.

Your goal is to have everything clean, dry, and ready to be used again, with nothing trashed or broken in the cache.

Filling Out Your Cache's Inventory Sheet

Properly filling out your inventory sheet at the end of your program helps staff keep track of what gear is living where, as well as helping us keep an eye on how gear is faring through the season. This enables us to spend less money and reduce our carbon footprint.

Cache Being Sent Back to SCA – If your cache is being sent to the NH Warehouse, please take the following steps to ensure everything gets shipped in a timely manner and without impacting your agency partner's time (and patience).

- At the end of the season, all sites will need to send back their MSR stoves and filters, repairable items, and first aid kits. (This does not apply to programs in Alaska.)
- Do not overstuff the boxes and do not over-tape. Forcing gear can damage tent poles, stoves, pots and pans, etc.
- Remember to keep tents separate from smelly items (such as kitchen gear, food bins, coolers, etc.)
- Remove old tape and labels and try to clean off the surface of the containers to prevent new labels from falling off.
- When returning backcountry filters make sure that they are fully disassembled, and parts placed in mesh carrying bag so they can dry out. Dromedaries should also have the cap removed.

Once everything is boxed up, apply the pre-made return labels that were included in the cache. The labels should be applied to the totes or coolers based on their DWT (dimensional weight, LxWxH) which is stated on the label. Further instructions for applying the labels are also included in the cache. With the labels applied, bring to the nearest package drop off center or distribution hub.

If you have misplaced the return labels, contact SCA's Equipment Coordinator at 603.477.1080 to receive replacements via email. If there are no printing capabilities available, there is a UPS sub-account number that can be provided in a worst-case scenario.

Important Note: Let your agency partner know to contact the warehouse if there are any issues with the return to NH.

Contact the equipment warehouse if you have any questions, and thanks in advance for taking care of the gear!

SCA Equipment Warehouse: 689 River Road, Charlestown, NH 03603 603.477.1080

Resource K: Medical Kits & Contents

First Aid Kit

The First Aid Kit is designed for 7 people for 30 days. For larger crews, crews out for longer than 30 days, or crews intending to work at different locations, use additional First Aid Kits.

Quantity	Item
1	Wilderness First Aid Protocols (NOLS book)
1	Rescue CPR shield
8 pair	Latex gloves
2	Hand sanitizer
1	Safety Glasses
1	Thermometer
10	Disposable face masks
10	Tampons
10	Pads
4	Biohazard Bag
1	Anaphylaxis SCA protocol (laminated)
1	Tweezers
2	QuickClot Wound Dressing
1	Tourniquet
2	Athletic Tape Roll
2	ACE wrap
2	Cravat
1	SAM splint
40	Band-Aids
5 ea.	Gauze Pads - small, medium, large
2	Gauze Roll
2	CoFlex Self-Adherent Compression Roll
5	ABD pads
10	Telfa non adherent dressing
1	Trauma Shears
1 tube, 28g	Topical Hydrocortisone cream 2.5%
1 oz	Bacitracin
1	Sunscreen
2.5 oz	4% Topical Burn Cream with Aloe (Alocane)
2	Glucose
30g, 1 oz	Topical 1% Clotrimazole (Lotrimin Antifungal)
6 oz.	DEET spray
1 bottle	Saline solution

Medication Kit

The Medication Kit is designed for 7 people for 30 days. For larger crews, crews out for longer than 30 days, or crews intending to work at different locations, use additional Medication Kits.

Quantity	Medication
2	Epinephrine auto-injector or sterile syringe
20	Diphenhydramine, 25 mg
60	Acetaminophen, 325 mg
30	Aspirin, 324 mg
60	Ibuprofen, 200 mg
30	Diamode
30	Antacid

Stop-the-Bleed Kit

The Stop-the-Bleed Kit is designed for crews that will be using chainsaws and other tools with spinning blades. They will be carried directly by the person(s) completing this work in addition to the First Aid Kit being present for the crew. Stop-the-Bleed Kits are required for each sawyer operating saws concurrently.

Quantity	Item
1	Tourniquet
1	Trauma Shears
2 pair	Latex gloves
1	Hand sanitizer
1	Gauze roll
1	Athletic tape roll
1	Gauze Pad
1	QuickClot Wound Dressing (not Powder)
1	Telfa Non-Adherent Dressing



Chapter 3

Core Curriculum

Revised on 11/22/2022

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Core Curriculum

Three program outcomes that all SCA programs share are:

- Increased social emotional and leadership development,
- Increased job readiness and conservation career awareness,
- Increased conservation awareness and practices.

There are many core program components that, when built into the program, can support these program outcomes, and create a meaningful experience for members and leaders.

Some of these components are built in prior to the start date by supervisors and project partners. This includes meaningful service projects, accompanied by specialized skills training, a shared purpose among the group, and opportunities to reflect on the impact to the land. Supervisors and project partners also design the program to include workforce development. Members learn and hone many job-related skills, such as time management, professionalism, and effective communication.

Some of these inputs, however, are a part of the role of a leader. What new ideas could members develop throughout the season? What could members learn about the conservation industry? About sustainability and the environment? About themselves? What transformative experiences could members have in the outdoors?

This section includes activity facilitation guides, designed to be applicable to all SCA programs to support the three program outcomes. Each activity can be modified to be more relevant to the needs of the crew, the teaching style of the leader, or the learning environment.

When planning an activity for the crew, consider these factors.

- **Set some objectives.** What should members take away from this activity? Provide clear expectations and the “why” behind the activity.
- **Plan for instruction.** There will be many types of learners on your crew. Provide multiple options for taking in information – incorporate visual aids, provide opportunities for members to practice skills, make space for members that would prefer to process information alone, as a small group, or as a large group.
- **Note the time and place.** Ensure there is ample time to complete the activity. Find a time and a learning environment that is free of distractions like heat or cold, loud traffic, or bright sun. Consider if there would be a more relevant time to facilitate the activity, depending on the comfort level of the group.
- **Assess and adjust.** Evaluate, informally or formally, if members met the objectives. Consider what worked well for members and what did not work well. Note areas of interest and curiosity.

Land Acknowledgement

Time Required	Materials Required
30 minutes	Area map (one per participant), Native Land map (one per participant), writing utensils

Set Up

- Visit 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 history of the land.
- If you have access to a printer, print a copy of a map of the area and a copy of the Native Land map for each person in your crew. Alternatively, you can use one example map or show the maps electronically.

Map Activity (10 minutes)

1. Hand out a map to each person. With a writing utensil, show some locations where the crew will work during the program on an example map. Ask the crew to mark down these locations on their maps along with any other locations of note they are familiar with on the map.
2. Next, hand out the Native Land map of the area. Ask the group to outline the distinct Indigenous territories and to color in natural features, such as local rivers.

Discussion (10 minutes)

1. Ask some questions to encourage the group to interpret the map, such as: How many Indigenous territories overlap in this area? How many languages are spoken?
2. Inform the group about the importance of learning about the Indigenous Peoples of the region as the original stewards of the land. For some members, this may be the first time they are learning about the seizure of Indigenous lands and the efforts to displace or eliminate Indigenous people.
3. Share any information you gathered about the Indigenous population of the region.

Debrief (10 minutes)

Ask debrief questions, such as:

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

Crew Commitment

Time Required	Materials Required
30 minutes	Two large pieces of paper, writing utensils

Introduction (5 minutes)

1. Bring the group together in a circle around a large piece of paper.
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 agrees to commit to.
3. Set some guidelines for the discussion. For example, we should hear from everyone. It is okay to have a difference of opinion. The crew commitment should not include personal or private choices that do not affect the group.

Discussion (20 minutes)

1. Ask 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.
2. If the crew is having trouble thinking of suggestions, you can share these examples:
 - **Be Kind:** Create an inclusive community, no exclusive relationships, be kind to yourself and others, value differences within the group.
 - **Be Ready:** Have your gear, food, and PPE packed, be on time, be ready to fully engage and do your share of the work, be prepared to work with a positive attitude.
 - **Be Open:** Be open to giving and receiving feedback, work to resolve group conflict, set goals and reflect on progress, be open to trying new things.
 - **Be Caring:** Take care of yourself and your teammates, make sure you are getting enough food, water, sleep.
1. As the leader, you can make suggestions that you feel are important, but make sure to allow the group to talk through it before adding it on your own.
2. Read the suggestions to confirm that the entire group feels comfortable with the list. An easy way to do this is to ask the crew to use their “thumb-o-meter” – ask for a thumbs up if they agree with all items, a thumb in the middle if they disagree with wording, and a thumbs down if they have an issue with any of the items.
3. Revise address concerns. This might need changing the language of an item or not including an item if it is important to some but not all.

Create the Crew Commitment (5 minutes)

1. Now, you can create a more formal version on a large piece of paper. You can ask the group to verbally commit or to sign the document.
2. Let the crew know that this is not just an exercise. Each member of the crew, including the leaders, will be held accountable to the agreements on the commitment. The Crew Commitment should be referred to throughout the season and can be revised as needed by the entire crew.

First Standard Safety Briefing

Time Required	Materials Required
45-60 minutes	Crew Commitment, FAK, Field Communications Device, Rope

Leader Preparation

- Review the “First 24 Hours” policies in the Policies and Procedures chapter, the “Lost & Alone Protocol for Members” in the Incident Management section, and the “Standard Safety Briefing” policy for the activity your crew will be doing that day or most often during the position.
- Create a circle on the ground with a rope.

Set Up (3 minutes)

- Review the Crew Commitment as a group. Introduce the Standard Safety Briefing as being a part of our crew’s commitment to safety during a position. Let the group know that for the next 45 minutes, you are going to talk about how we can realize this commitment to each other and the group as a whole.

Risk & Safety Activity (7 minutes)

1. Have the group gather around the rope placed in a circle on the ground.
2. Explain that you are going to share a handful of scenarios and that people should step into the circle if that is an activity that they would do in their day-to-day life and step outside of the circle if it is something that they wouldn’t do. The scenarios should be activities that will identify that people move through life with different comfort levels around risk and safety. Examples: go cliff jumping, use a power tool without specific training/instruction, ride a bike without a helmet.
3. Debrief with the group with open-ended questions about their observations.
4. Close the activity by explaining that:
 - a. While we all may have different comfort levels with certain activities, when we are working this position, we will be operating within the metaphorical circle of the SCA and therefore we will be following SCA’s policies and procedures.
 - b. There may be safety practices that we will do here at SCA that you may not choose to do if you were doing similar work in a different context. Share an example -- we will always wear seatbelts when driving for SCA, but you may not choose to do that on your own time.
 - c. Anytime we are unsure about how we will carry out a given activity, we will consult the Field Guide to ensure that we are properly operating within the metaphorical SCA circle.
 - d. **“Take Five”** is our universal language we will use if an activity or situation is feeling unsafe. Any member of the group can call “Take Five,” which will be our signal to make the group pause to address an issue. This could be anything from pausing to take a water break to pausing to reassess hazards.

Introduce a Standard Safety Briefing (20 minutes)

1. Introduce the purpose of a safety briefing:
 - a. We will conduct a safety briefing at the start of each day and each activity or project, and any time we change activities.
 - b. Our policies outline topics that we must cover for each activity, but our hope for safety briefings is that you all are active in identifying potential hazards.
2. Conduct a safety briefing that is relevant to your group and position based on what is outlined in the pertinent policy. Depending on the group, this could start as a brainstorming session that is cross-checked with the pertinent policy to ensure that everything is covered. Consider introducing a Job Hazard Analysis (JHA) with the group.
3. Consider returning to the circle on the ground and check for understanding.
 - a. Have folks gather around the circle and share scenarios related to the safety briefing to see if folks understand what is permissible vs. not allowed based on the safety briefing
 - b. Consider including that scenario that was not explicitly covered in the briefing. Explain that this would be a good opportunity to clarify policy and/or “Take Five.”

First 24-Hour Safety Briefing (20 minutes)

1. Introduce the next set of policies. Regardless of what we are doing, it is important that everyone in the group understands our emergency protocols that will be true regardless of what we are doing any given day.
2. Show the group where the First Aid Kit (FAK) will be located. Explain that if the FAK's location moves, that will be included in that day's safety briefing.
3. Review the Lost and Alone Protocol for Members as a group. Explain that these protocols may change if our context changes and those adjustments in protocols will be included in that day's safety briefing.
4. Review the Emergency Response Plan (ERP) together. Share the location of the ERP.
5. Introduce your crew's field communication device and where it will be located. Demonstrate how to use it and practice or test it together if practical.
 - a. For example, if using a satellite phone, make a test call together.
 - b. Discuss with your program supervisor the best way to practice or test your device as a group.

Debrief & Questions (5 minutes)

1. Ask the group if this session has changed how they are thinking about risk and safety during their position. Consider asking the group if they want to adjust the Crew Commitment based on what was discussed.
2. Leave space for folks to ask questions and answer them to the best of your ability. Reach out to your program supervisor if needed.

Guided Meditation

Time Required	Materials Required
10 minutes	None

Body Scan (10 minutes)

1. When the group is in a calm mood, and you have a cool, comfortable area to sit, it can be a great time to try out meditation. While it is not for everyone, meditation is a practice, so you can continue to use this tool throughout the program if you crew seems to enjoy it.
2. Let the group know that they will be practicing meditation with a body scan. Everyone can get comfortable and relax, lay down or sit up, keep their eyes open or close them.
3. Lead the group in taking one full breath in and one long breath out.
4. You can read this full script, or change it to sound more like you:
 - Notice the feeling of your body on the chair or on the ground. What feelings are you aware of?
 - 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 to the back of your head. Notice your jaw and 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 throat. Now, your shoulders and arms. Focus your attention on your upper arms, your elbows, your wrists, your hands, and your fingertips.
 - Now, notice your upper back and then your lower back. Release any tension there.
 - Continue traveling down to your legs, your thighs, your knees, your calves, your shins, your ankles, and your feet, to the tips of your toes. 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 you can and we'll finish with a full deep breath in, and breathe out slowly.
 - Thank you for participating.
5. Ask the group some follow-up questions: How was that experience? Why do you think people meditate?

High Five for Self-Care

Time Required	Materials Required
40 minutes	Paper, writing utensils

Defining Self-Care (10 minutes)

- Let the group know that this activity focuses on five dimensions of self-care: physical, intellectual, social, spiritual, and emotional. While most people are drawn towards one or two categories, incorporating strategies from each dimension is important. It can be easy to implement these steps when having a good day, but when we are stressed or feeling down, it is sometimes harder to remember what we can do to feel better.

High Five for Self-Care (20 minutes)

- Give each person a piece of paper and ask them to trace the outline of their hand. The hand represents overall wellness, and each finger represents a different component of wellness.
 - The thumb represents physical ideas for self-care.
 - The pointer finger represents intellectual ideas for self-care.
 - The middle finger represents social ideas for self-care.
 - The ring finger represents spiritual ideas for self-care.
 - The pinky finger represents emotional ideas for self-care.
- 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 activity is only for them, so they can represent the habit with words or a sketch, as creatively as they would like.
- You can share your own ideas, or read out loud these ideas, jot them down for members to read, or share these tips if any members are stuck as they work.

Physical Ideas

- Stretch
- Dance, swim, do physical activities for fun and not just exercise
- Take time away from screen

Intellectual Ideas

- Journal
- Read books unrelated to work or school
- Go to a new museum or theater

Social Ideas

- Text or call a friend
- Start a book club
- Attend a group meeting related to a hobby or an interest

Spiritual Ideas

- Spend time in nature
- Make time for reflection
- Find inspiration in a book, talk, or music

Emotional Ideas

- Do something comforting
- Give yourself affirmations
- Watch or read something that makes you laugh

Once you provide these instructions, allow the group to get comfortable and spread out. Give the group time to work on their High Five for Self-Care. Walk around while

they work, assist if they are stuck, but allow for privacy.

Discussion (10 minutes)

1. Bring the group together in a circle where they can all see and hear one another.
2. Ask some discussion questions, such as:
 - Does anyone have a strategy they use 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?
3. Tell the group that in many ways self-care is group care. If you take care of yourself, you will be able to help fellow crew members when they are having a rough day.

Note: Some groups may find the hand tracing silly or childish – this activity can also be done as a free-write activity or a small group discussion.

SMART Goal Setting

Time Required	Materials Required
20 minutes	Paper, writing utensils

SMART Goals (15 minutes)

1. Ask the group some questions to start off this session on goal setting, 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 throughout the program. You can provide detailed guidance, like one professional, one personal, and one goal of their own choosing, or just ask them to write down 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. Now, share the acronym for setting SMART goals.
 - **S: 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? How?
 - **M: Measurable.** When goals are measurable, it means that you will know exactly when you 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?
 - **A: Attainable.** When goals are attainable, it means they can be reached. However, too easy may make it difficult for individuals to sustain motivation, whereas too challenging may make people lose confidence. Research supports that moderate difficult goals tend to evoke more effort than goals that are too easy, or too challenging.
 - **R: Relevant.** When goals are valued, they become relevant. If a goal is not relevant for the person, they will be less likely to invest time and effort into making progress on the goal. To increase relevance, ask: Why is this goal important?
 - **T: Time-Based.** Timelines help people act. Planning out steps helps members reach their goals. Realistic and flexible timelines help members stay engaged with their goals.
5. Now, ask members 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, members can do this independently.

Discussion (5 minutes)

1. Share the following strategies for making goals stick:
 - Write goals down. Writing these goals down will help you remember the details, it will make your commitment more concrete, and it will serve as a reminder to revisit throughout the program.
 - Prioritize goals. Throughout the program, members can work to

identify which goals are most important and focus their efforts.

- Hold each other accountable. Each person on the crew can help one another work towards their goals throughout the program.
- Celebrate success. Throughout the season, we will take time to celebrate major steps toward achieving goals. During feedback sessions, the crew can formally discuss goals.

Note: After setting SMART goals, hold one on one check-ins with each member to discuss the goals. Take notes and help to hold members accountable to their goals, and support members in revising goals throughout the season as appropriate.

Letter to Yourself

Time Required	Materials Required
30 minutes	Paper, envelope (one per participant), writing utensils

Introduction (5 minutes)

1. After setting SMART goals, one method to make these goals more concrete is by writing a letter to yourself. Bring the group together in a quiet, comfortable place to write. Hand out a piece of paper, an envelope, and a 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 the experience.

Letter Writing (25 minutes)

1. 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: You can 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 your check-ins at the end of the program. It also can be paired with writing the Letter of Reflection in the final week – more instructions for the letter of reflection can be found in the Program Management section.

Leadership Compass

Time Required	Materials Required
40 minutes	None

Introduction (5 minutes)

1. 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.
2. Let the crew know that you will be learning about leadership styles today. Explain why this is important. Effective leadership 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 others' 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 the information to make decisions, likes to follow procedures, and uses 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 member 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 with the whole group. If members 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 of 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 member 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 member to discuss something new they learned today with someone near them.
 - In the discussion circle, ask each member to say one word that makes

them think of their leadership style (aside from the direction itself).

- In the discussion circle, ask each member to share something they like about their leadership style.

Climate Action Trivia

Time Required	Materials Required
20 minutes	None, optional trivia cards

Introduction (5 minutes)

1. This activity is designed to get the crew talking about the basic scientific principles of climate change. Divide the group into smaller groups to form trivia teams.
2. Explain the rules of the activity. To encourage the teams to work together to come to an answer, it is recommended not to time the responses. One method is to ask one question to one group, give them a chance to answer the question and allow other teams to respond if the first team answers incorrectly in an order. To better engage visual learners, consider writing out the trivia questions and answers on large sheets of paper or small cards.

Trivia Questions (15 minutes)

1. Read the following questions and provide additional information after a group guesses the correct response. The correct responses are bolded. Provide the additional context below each question.

What is the greenhouse effect?

- A. Certain gases in the atmosphere trap heat and warm the Earth**
- B. The Sun is putting out more radiant energy over time
- C. The tilt of the Earth changes how much energy the Earth receives
- D. The impact that trees have on global temperatures

The greenhouse effect is a natural phenomenon. Certain gases in the atmosphere can absorb radiation that would otherwise escape into space. The greenhouse effect is somewhat like a blanket that retains your body heat and keeps you warm. Gases that trap heat are called greenhouse gases and they include water vapor, carbon dioxide, methane, and nitrogen oxides. These gases can have potent effects even in small quantities. Without this natural greenhouse effect, the Earth's average temperature would be below freezing!

If the greenhouse effect is natural, then why is today's climate change a bad thing?

- A. A small increase in greenhouse gas concentration can have a large effect
- B. Abrupt changes to the climate system may have unintended consequences
- C. Humans have exaggerated changes that normally occur over millions of years
- D. All of the above**

While the greenhouse effect is natural and helps maintain a climate suitable for life as we know it, humans have altered a natural process. A small change in the amount of greenhouse gases in the atmosphere has a large and long-lasting effect. Furthermore, humans have changed the composition of the atmosphere over a short period, and the resulting warming is many times faster than natural changes. We are already seeing consequences like heat waves, melting sea ice, rising sea level, increased wildfires, and increases in extreme weather, and these impacts are disproportionately impacting nations with less resources.

What is the primary cause of the overall rising trend in CO₂ in the atmosphere?

- A. **The increase in CO₂ is caused by the burning of fossil fuels**
- B. CO₂ is increasing because we are coming out of an ice age
- C. As human populations grow, we exhale more CO₂
- D. CO₂ is released by the oceans as they warm

The evidence is clear on this one. Humans have burned ever-increasing amounts of fossil fuels since the industrial revolution. Over this same time scale, CO₂ concentrations in the atmosphere have risen similarly. Warming oceans and melting permafrost also release CO₂. These are examples of self-reinforcing cycles, also known as a positive feedback cycle. But the oceans are warming, and permafrost is thawing because of human emissions of greenhouse gases. They are not driving the cycle; they are responding to changes caused by humans.

Which activity is the largest contributor of greenhouse gases in the US?

- A. **Electricity production**
- B. Agriculture
- C. **Transportation**
- D. Landfills

Although all the activities on the list cause greenhouse gas emissions, transportation and electricity generation are the biggest causes. In the USA, greenhouse gas emissions from electricity are falling as coal burning is slowly declining. Thus, the proportion of emissions from transportation has grown, and it accounted for 29% of total USA emissions in 2019, according to EPA data.

How has the global average temperature changed since the Industrial Revolution?

- A. Cooler by 0.1 degree C (0.2 degree F)
- B. Warmer by 0.1 degree C (0.2 degree F)
- C. **Warmer by 1.2 degree C (2.1 degrees F)**
- D. The temperature has gone up and down, but overall remains the same

As of mid-2021, the Earth's average temperature (considering both land and water) has risen 1.19 degrees Celsius (2.14 degrees F) over the pre-industrial average (1880-1900). Furthermore, the rate of temperature change is increasing: "The global annual temperature has increased at an average rate of 0.07°C (0.13°F) per decade since 1880 and over twice that rate (+0.18°C / +0.32°F) since 1981," according to the National Oceanic and Atmospheric Administration (NOAA).

How does the rate of today's warming compare to previous episodes of rapid climate change?

- A. Today's climate is changing as fast as temperature swings in the past
- B. **Today's climate is changing much faster than it has changed in the past**
- C. Past changes in the climate have been faster than changes seen today
- D. Wait... climate changes?

We know that the Earth's temperature made big swings as we moved in and out of ice ages. And as rapid as those changes were, today we are warming the climate 10 times faster. "As the Earth moved out of ice ages over the past million years, the global temperature rose a total of 4 to 7 degrees Celsius over about 5,000 years. In the past century alone, the temperature has climbed 0.7 degrees Celsius, roughly ten times

faster than the average rate of ice-age-recovery warming. Models predict that Earth will warm between 2 and 6 degrees Celsius in the next century. When global warming has happened at various times in the past two million years, it has taken the planet about 5,000 years to warm 5 degrees. The predicted rate of warming for the next century is at least 20 times faster. This rate of change is extremely unusual,” according to NASA.

When was the last time in Earth’s history that CO₂ was as high as it is now?

- A. This is the highest it’s ever been
- A. 1 million years ago
- A. CO₂ was at least this high during the warming periods between ice ages
- A. **3 million years ago**

As of 2020, the atmosphere contained 409 to 416 parts per million of carbon dioxide. This number goes out of date quickly, as CO₂ levels continue to rise, according to Scripps Research and NASA. Throughout all the cool-downs and warm-ups of the last ice ages, CO₂ never topped 300 ppm. So, we’re way above anything that happened during the ice ages. To look for the last time Earth’s atmosphere had more than 400 ppm of CO₂ we have to go farther back. Way farther back, to the Pliocene, 3 to 5 million years ago. How was the climate back then? The temperature was 2 to 4 degrees Celsius (3.6 to 7.2 degrees Fahrenheit) warmer than today, and the sea level was 50 to 80 feet higher!

What proportion of climate scientists has concluded that humans are the primary driver of climate change?

- A. 30%
- B. 50%
- C. 75%
- D. **97%**

The vast majority of climate scientists agree with the overwhelming evidence that humans are causing global warming. The reason there is a consensus of scientists is that there is a consensus of evidence. The scientific consensus was measured by reading the abstracts of nearly 12,000 scientific papers. This exercise is easy for anyone to repeat: simply look at published papers in legitimate climate science journals, and tally up how many agree with the idea that humans are changing the climate. Or, if reading is not your thing, attend any earth science conference and listen to what scientists are saying. They are in resounding agreement – because the evidence is overwhelming. If this is true, then why do we hear so much dissenting information? The answer is simple. Most of the claims that dismiss climate science are not based on legitimate science and are not found in peer-reviewed journals. When a paper has been peer-reviewed, that means it has been evaluated by a number of qualified scientists and found to have followed legitimate scientific methods. (From the Consensus Project)

Which country has emitted the most CO₂ over time?

- A. China
- B. **USA**
- C. Brazil
- D. United Kingdom

While China is currently the largest emitter of greenhouse gases, cumulative emissions

are an important way to look at our overall contribution to global warming. China's greenhouse gas emissions per year have only recently surpassed the US. Over time, the USA has been the largest emitter of greenhouse gases into the atmosphere. In fact, we've emitted twice as much CO₂ as China. (From the World Resources Institute)

True or false: Climate change is heating the world evenly.

- A. True
- B. **False**

A Washington Post analysis found numerous hot spots have already exceeded the critical two-degree Celsius (3.6 degrees Fahrenheit) mark, far above the global average. In the United States, Alaska and Rhode Island are the fastest-warming states. In general, higher latitudes, such as the Arctic, are warming faster than the mid-latitude regions.

What are the major causes of sea level rise?

- A. **Melting glaciers and ice sheets**
- B. Increased rainfall
- C. **Seawater expanding as it gets warmer**
- D. Sea levels are dropping, not rising

From NOAA Climate.gov: “Sea level is rising for two main reasons: glaciers and ice sheets are melting and adding water to the ocean and the volume of the ocean is expanding as the water warms. A third, much smaller contributor to sea level rise is a decline in water storage on land—aquifers, lakes and reservoirs, rivers, soil moisture—mostly because of groundwater pumping, which has shifted water from aquifers to the ocean. From the 1970s up through the last decade, melting and thermal expansion were contributing roughly equally to the observed sea level rise. But the melting of glaciers and ice sheets has accelerated, and over the past decade, the amount of sea level rise due to melting—with a small addition from groundwater transfer and other water storage shifts—has been nearly twice the amount of sea level rise due to thermal expansion.”

Combined, how much are ice sheets in Greenland and Antarctica losing annually?

- a. 100 billion tons
- b. 294 billion tons
- c. **413 billion tons**
- d. 600 billion tons

Antarctica is losing 127 billion tons of ice per year at present and Greenland is losing 286 billion tons per year, according to NASA. Scientists have found that the rate of ice loss in Greenland has grown by a factor of six since the 1980s, and in Antarctica a similar acceleration is underway.

Survival Tag

Time Required	Materials Required
20 minutes	Colored pieces of paper or natural items

Game (15 minutes)

1. This game, Survival Tag, is an example of applying learning outcomes to a fun game. Before the game, cut up pieces of paper, or use another material you have on hand to signify five different types of items.
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. Reveal 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 1 to survive. Any animal that did not get 1 blue must step outside of the boundaries.
 - Black is age. Any animal that gathered two or more black squares passed away and must exit the boundaries.
 - Brown is 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.
8. 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 rounds one and two? How many animals died and how many animals survived each round? How is this game different than the natural world? What might happen if a longer winter continued in this game for several rounds?
9. There are a couple of themes you can highlight in this discussion – both the impacts of climate change and the importance of the conservation project.

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 a longer winter signify? How can climate change impact animals and habitats? You can also take this opportunity to connect the game to conservation projects. What does the conservation project accomplish? What need is it meeting? If you have not discussed this, you can invite a project partner to share more information.

Life Cycle of Jeans

Time Required	Materials Required
15 minutes	Small cards with stages of cycle

Life Cycle Reading (10 minutes)

- This activity is designed to get the crew talking about industrial production and consumer choices related to sustainability.
- Write out the steps of the life cycle of a pair of jeans on small piece of paper and pass around for members to read out loud each step or pass around the Field Guide for members to read each step out loud.
 - 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 turned 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, significant amounts of 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 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. 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.

Discussion (5 minutes)

- Ask the group to share some takeaways, such as how can we get the most out of a purchase of a piece of clothing?

Trash Timeline

Time Required	Materials Required
25 minutes	Timeline cards

Introduction (5 minutes)

1. Create a card for each of the following items: banana peel, cigarette butts, leather and wool, food wrappers, tin can, disposable diapers, monofilament fishing line, glass bottles, and plastic bottles.
2. Pass around a trash timeline card to each person or disperse the cards around a small area. Let the crew know that they are going to work together to put the items in order from shortest to longest decomposition rate.

Timeline Sorting (10 minutes)

1. As the crew works, if any items are out of order, encourage members to think critically about how long they believe each item takes to decay.

Timeline (5 minutes)

1. When the crew has the timeline in order, share the following 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 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: 1 million 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?

Defining Environmental Justice

Time Required	Materials Required
25 minutes	Large piece of paper, writing utensil

Introduction (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: our surroundings, all the places that we live and work.

Think Pair Share (10 minutes)

1. Ask the members to think to themselves, what is justice? What are some examples that come to mind of justice?
2. Then, ask the crew to get together in pairs and discuss their definition.
3. After providing some time to talk, ask for some responses. Draw from as many definitions as you can to create a definition of the term justice for the whole group. For example, the Oxford English Dictionary defines justice as “just behavior or treatment, the fair treatment of people, the quality of being fair or reasonable”.

Discussion (10 minutes)

1. Now, ask the group to consider: What does environmental justice mean? One way to think about it is environmental justice is a social movement that demands fair distribution of environmental benefits and burdens.
2. Pose another discussion question: What might an environmentally just neighborhood or city look like? What do you think an example of environmental injustice would be?
3. Ask the group, what is a social movement? If the group needs some help, give some examples of other social movements: Black Lives Matter, Me Too and the Time’s Up movement, and the disability rights movement.
4. Connect the words “fair distribution” to the group’s definition of justice.

Environmental Justice Movement Timeline

Time Required	Materials Required
30 minutes	Sticky notes or small pieces of paper with dates and events written out

Introduction (5 minutes)

1. Explain to the crew that they will work to assemble a timeline of major events of the environmental justice movement – they will find the event and the matching date on separate sticky notes or pieces of paper. Members must work together to pair the date and the event and place them in chronological order.
2. Prepare these pieces of paper ahead of time, and, if possible, add locally relevant historical events.
 - **February 1968** The Memphis Sanitation Strike advocated for fair pay and better working conditions for Memphis majority Black garbage workers.
 - **December 1979** *Bean v. Southwestern Waste Management Corps* is the first lawsuit of its kind in the US that charged environmental discrimination in waste facility siting for a hazardous landfill in a Black community in Houston, TX.
 - **September 1982** Residents of Warren County, NC mounted massive protests against a plan to dump hazardous materials in a landfill in their community. These protests marked the first instance of an environmental protest by people of color that garnered widespread national attention.
 - **April 1983** “Solid Waste Sites and the Houston Black Community” was published as the first comprehensive account of environmental racism in the US.
 - **June 1983** The US General Accounting Office investigated four other hazardous waste landfills in Southern states and found that 3 out of 4 were in low-income, Black, and Latino communities.
 - **April 1987** The Commission for Racial Justice of the United Church of Christ released a nationwide EJ study which found that 15 million African Americans, 8 million Hispanics, and half of all Asian/Pacific Islanders and Native Americans resided in communities with at least one abandoned or uncontrolled toxic waste site.
 - **October 1990** “Dumping in Dixie” by Dr. Robert Bullard was the first book focused primarily on documenting environmental injustice in the US.
 - **October 1991** The First National People of Color Environmental Leadership Summit was held in Washington D.C.
 - **1992** The Deep South Center for Environmental Justice was founded at Xavier University of Louisiana, the nation’s first EJ center.
 - **1992** The University of Michigan launched the nation’s first environmental justice program for undergraduate and graduate

students.

- **1992** President George H. W. Bush founded the Office of Environmental Justice inside the EPA.
- **February 1994** President Bill Clinton signed an executive order requiring federal agencies to consider environmental justice in all their policies.
- **2007** The “Toxic Waste and Race at Twenty” study concluded that BIPOC communities are more concentrated around hazardous waste sites than previously shown in the 1987 United Church of Christ study.
- **2016** The Standing Rock Sioux Tribe protests the construction of the Dakota Access Pipeline which threatens the region’s water and cultural sites, one of the largest pipeline protests in US history that garnered national and international attention

Timeline Matching (15 minutes)

1. Provide time for the crew to work together. You can reveal the correct timeline order at the end.

Discussion (10 minutes)

1. Ask the group to review the final timeline. Ask some questions to prompt discussion, such as: Did any event surprise you? Do you think this timeline is missing anything important? Where did this movement start?

Environmental Justice Town Hall

Time Required	Materials Required
50 minutes	Role cards

Introduction (5 minutes)

1. This activity is a town hall simulation. The crew will look at an environmental justice issue from a perspective that may be different from their own.
2. Present the issue to the crew: Medibum 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 of if 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. The median age is older than other areas in the city. It is home to the mayor and many other prominent residents. The north end is home to a community farm that provides fresh produce to the area. 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 median age is lower than other areas in the city, there is a large population of children and young adults. A river runs through the west end. The site property cost is \$800,000.
3. Ask members to break up into three smaller groups or divide the group into three 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.

Small Group Preparation (10 minutes)

1. 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

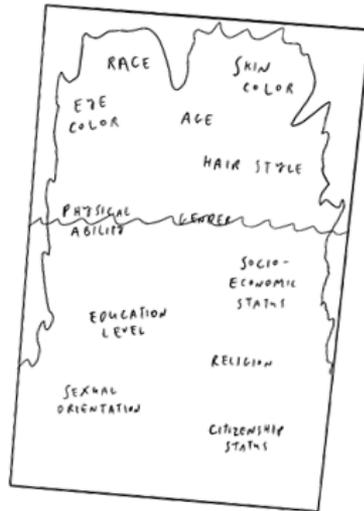
about the health and environmental impacts and do not support the construction of the new incinerator construction. The community did not attend previous meetings about this issue because the announcements were not widespread in your area of town. You do not know much about medical waste disposal but 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.
2. 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 Simulation (25 minutes)

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 Medibum, 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 (10 minutes)

1. Give each small group a chance to talk about what happened in the town hall.
2. Ask the members 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 like 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.

Teambuilding Progression

Teambuilding activities can be used to get the crew energized after lunch, to build community and bond as a group, 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 beginner teambuilding games that require a low level of trust within the crew and might even get to dive into advanced teambuilding games that require a high level of trust within the crew.

Energizer Activities

Blob Tag: Designate an area of play. Have the group line up on one boundary line. The object of a game for the group is to get from one side to the other without getting tagged. If you are tagged, you have to link onto 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. 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. IT chases NOT IT around the inside and the immediate outside of the circle. If NOT IT hooks elbows with one of the pairs, then the person on the opposite side of where NOT IT attached becomes the new NOT IT. If IT tags NOT IT then NOT IT immediately becomes IT and must tag the old IT who is now NOT IT.

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.

Get-to-Know You Games

Action Names: Get the 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 must recall the names and answered questions of a reasonable number of the preceding participants.

Bumpity Bump Bump Bump: With the 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 through 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 backward, 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 backward.

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 the first 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 and explains the parameters. Each time 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. 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.

Beginner Teambuilding Activities

Hi, How're Doin'?: Working with cloth 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 the 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 must get from one line to another. If you are crossing, you cannot touch the ground between the lines. If you carry someone across, you must be the next person to be carried. The last person can walk across.

Advanced Teambuilding Activities

Toss and Survive

Time Required	Materials Required
20 minutes	Crumpled-up paper (two per participant)

1. Ask the group to get in a circle. Each member gets two pieces of balled-up paper. Tell the group: You each have two balls of paper in your hands. If a ball hits you, you die. The goal of the activity is to be alive at the end of 30 seconds. Go!
2. Now, count to 30 out loud. You will likely see an all-out snowball fight. If that happens, do it again and again until the group realizes the best way to survive is for nobody to throw their balls.
3. Lead a debrief. 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 of paper, what did it feel like to not throw them?
4. Ask the group: What might be the larger takeaway from this game? The takeaway to share: Think of these balls of paper as things we do that make people feel excluded. To the thrower, it may feel small, like throwing paper, but to the target, it can feel like a rock. When we react quickly, we may not be as thoughtful about our actions.

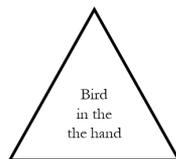
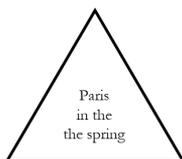
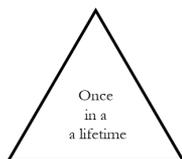
Slowing Down Knee Jerk Reactions

Time Required	Materials Required
10 minutes	Large piece of paper, writing utensil

Below are two methods to begin a conversation about knee jerk reactions or reacting with bias. Introduce knee-jerk reactions. Imagine that we are all walking around wearing glasses that are tinted in a different color. Those lenses are formed from our own unique background, culture, life experience, and so on. This means that no two people see something the same way. Knee-jerk reactions occur when we react quickly.

- *Repeating Word:* Say I'm going to say a word, you will repeat it with me six times rapidly. Then, I will ask you a question. Say the word "folk" with the group six times. Then, ask the group, "what do you call the white of an egg?" Some of the group may respond "yolk." Now, ask the question a couple more times until the group answers correctly. Other options include "roast" along with "what do you put in a toaster," "shop" along with "what do you do at a green light," "silk" along with "what do cows drink." Make sure to debrief this activity – the member selection of the word is a knee-jerk reaction. It is tough to stop these reactions. Ask the group, "how can we prevent ourselves from making a knee-jerk reaction?" How does this happen on a larger scale in our daily lives? For example, through the media.

- Triangles: Write the following on a large piece of paper without showing the group.



Now, show the group and ask a volunteer to read what is on the paper. Move to another person and ask them to read what is on the paper. If they miss the duplicate word, ask another person. Keep doing this until someone reads the duplicate words. Be sure to debrief by asking, why do you think we miss the duplicate words? Share that ultimately our brains want to make sense of information, so sometimes there is a disconnect between what we see and what we think we see. Ask members to share how this might apply in our daily lives, for example, we might assume something about a person based on a small amount of information that we gathered.

Iceberg of Diversity

Time Required	Materials Required
20 minutes	Large piece of paper, writing utensil

Introduction (10 minutes)

1. Before facilitating this activity, review the Crew Commitment, and discuss some group expectations for group discussion. Inform the group that you will be facilitating an activity related to identity. Share that this group may make you feel a bit uncomfortable, and if you feel so uncomfortable that it is difficult to learn, feel free to leave the activity. Identify an area that members can stand or sit to opt out of the activity.
2. Ask the participants: What are some ways that people are different from one another?
3. As participants contribute, write down their suggestions on a large piece of paper. Put traits or descriptors that are more visible in everyday life towards the top of the paper (for example, skin color, appearance, and so on). Put less visible traits or descriptors towards the bottom.
4. Once you have a good number of contributions, draw an iceberg around all the words.
5. Then, add a waterline between the “visible” and “invisible” traits. It should appear that the less obvious or visible traits (such as education level) are underwater, while visible traits (such as eye color are above the water. Some that can be misinterpreted by looking at a person (such as gender) are on the waterline.

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. Some things, like hairstyle, you can tell just by looking at someone. There are many important things, from socioeconomic status to religion to citizenship status, that you may never know from looking at someone. With other traits, like gender or physical

ability, we might have an assumption, or a guess based on appearance, but we can be wrong.

2. Ask some follow-up questions of the group:
 - What might happen if you didn't know some of these below-the-waterline traits about someone?
 - What can be a negative impact of assuming something incorrectly on this waterline?
 - How can we find out more of these characteristics of others?
3. Debrief after this activity by leading a quick check-in, such as what is a takeaway you are thinking about after this activity?

In/Out of the Box

Time Required	Materials Required
30 minutes	Large piece of paper, writing utensil

Inform the group that you will be facilitating an activity related to thoughts about identity. Share that this group may make you feel a bit uncomfortable, and if you feel so uncomfortable that it is difficult to learn, feel free to leave the activity. Identify an area that members can stand or sit to opt out of the activity.

1. On a large piece of paper, draw a box that takes up about half of the page. Ask members to think about how society perceives older people and younger differently. Give members some time to think about stereotypes, assumptions, or perceptions they have heard, and then ask them to jot down these ideas inside the box.
2. Now, ask members to think about qualities about older and younger people they know personally, and jot those down outside of the box.
3. Discuss with the group how some of the qualities inside and outside of the box differ and some might be the same. People may sometimes adhere to expectations of society, and other times may differ.
4. You can repeat this activity with different aspects of identity, for instance gender roles.

Identity Signs

Time Required	Materials Required
30 minutes	Paper with identities written out

1. To prepare, hang up or spread identity signs around the learning area. Some identities you can write out include race, socioeconomic status, gender identity, religion, national origin, immigration status, sexuality, and ability.
2. Inform the group that you will be facilitating an activity related to their personal identity. Share that this group may make you feel a bit uncomfortable, and if you feel so uncomfortable that it is difficult to learn, feel free to leave the activity. Identify an area that members can stand or sit to opt out of the activity.
3. Let the group know that you will read a series of statements, and that the group should choose the identity that best answers that question by standing next to the sign. If any member does not wish to answer the question, or does not feel like they know their answer, they can stand in the middle, or

- between signs.
4. Share these statements. Note, as you share, gauge the group's willingness and readiness to continue. Be aware that this activity can bring up a range of emotions in participants.
 - The part of my identity that I am most aware of daily is...
 - The part of my identity that I am least aware of daily is...
 - The part of my identity that was most emphasized growing up was...
 - The part of my identity I wish I knew more about is...
 - The part of my identity that provides me the most privileged is...
 - The part of my identity that I feel is most misunderstood by others is...
 5. After each statement, ask if anyone would like to share more about what caused them to walk towards a particular identity. If there are several people at one sign, ask participants to share with their neighbors.
 6. Be sure to debrief. Ask, did any of your own responses surprise you? Was that activity difficult – why or why not? Why do you think we did this activity today?



Chapter 4

Member

Engagement

Revised on 1/1/2023

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Introduction

This chapter offers an outline to guide SCA leaders and staff in designing and delivering safer and more effective program experiences. The guidance established in this chapter serves as the SCA's approved practices for engaging members. The guidance centers from several main themes that extend throughout all aspects of the chapter, including how SCA leaders and staff can be more purposeful in creating structure, offering care, and using their skills. These components function together as a system. It is within this system that SCA leaders and staff work and bring their experiences and judgment in support of the container – the information, norms, and practices outlined within this field guide and the goals of the SCA's programming.

The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction.

–Rachel Carson, 1954

Creating the Container

SCA's Priorities

The SCA's priority is the health and safety of crew members and leaders. SCA staff want crew leaders to have skills to support crew members as they orient themselves to the program they are on, as well as through challenges they may face during their SCA position. At the same time, crew leaders balance their interactions with crew members with staying within their scope of practice as crew leaders. It is a big job with constant expectations of being “on.”

In big and little ways, crew leaders take action to help form healthy groups with crew members. Some examples include:

- Welcome crew members and engaging in inclusive introductions,
- Build rapport with crew members,
- Set expectations and manage boundaries with crew members,
- Engage in healthy conflict management, intervention, and resolution.

SCA crew leaders are responsible for creating, as much as possible, an environment that feels safe physically, socially, emotionally, and spiritually to crew members. Effectively facilitating the members' experiences early on and having established norms such as engaging in positive communication, offering support, and wearing gloves when using tools, help make crew members' entry into an SCA program more comfortable. Effective and early facilitation and established positive norms avert many uncomfortable situations before they arise, and can make intervening for a concern easier when something comes up.

SCA's Ethic of Care

SCA asks crew leaders to practice an ethic of care and sees the capacity for care as a human strength. This includes seeing the job of a leader as a job that requires leaders to work with crew members through a lens of care and empathy. Elements of care include **attentiveness** to situations and crew members, **responsibility** towards crew members and their well-being, **competence** in engaging in care and empathy, and **responsiveness** to crew members.

SCA believes no one is disadvantaged by being treated with care and empathy. Everyone is disadvantaged when care and empathy are absent. However, some members are more easily disadvantaged by feeling unsafe.

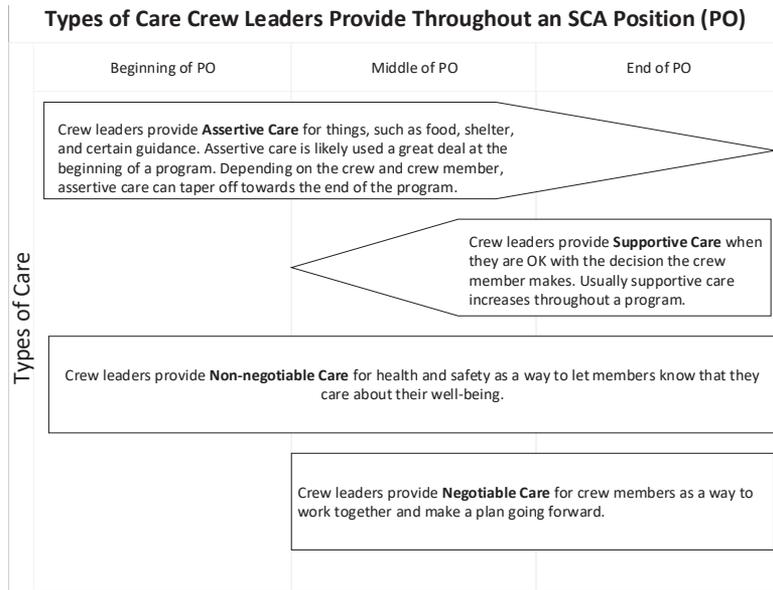
How far you go in life will depend upon your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of both the weak and the strong, because someday in your life you will have been at least one or perhaps all of these.

—George Washington Carver

SCA crew leaders have a legal obligation to care for the crew members (see the Duty of Care section in the Policy and Procedure chapter). An ethic of care is in addition to that legal obligation and is termed a *moral obligation*.

Leaders Provide Four Types of Care

SCA recognizes four types of care to help crew leaders manage their relationships with crew members. Crew leaders decide what kind of care to use based on their judgment about the programs' and crew members' needs. Judgment is developed and is used within the container outlined in the Policy and Procedures chapter in this field guide. For example, at the beginning of the position most of the care crew leaders provide is **assertive care** with **non-negotiable care**. As a trip progresses, **supportive care** and **negotiable care** may enter into the relationship between a crew leader and crew members.



The four types of care crew leaders offer to crew members throughout an SCA program are contextual. Crew leaders make a judgment as to which type of care is appropriate for the crew member and situation. Adapted from Illsley Clarke & Dawson, 1998.

These four kinds of care offer two general categories of support to crew members called **structure** and **nurture** (see appendix). Crew members perform better when they have enough structure that builds security and feel nurtured—the warm fuzzies.

Self-Care

SCA wants crew leaders to take care of themselves, too. This can include seeking support from co-leaders or the position supervisor, and when appropriate, taking time for yourself, or calling appropriate SCA staff for support. Prompt self-care helps ensure that leaders are able to be present for crew members.

Crew Norms

Norms are both written and unwritten standards of acceptable social behavior. Norms can provide predictability and organization in groups of people, which can help crew members feel more secure.

Crew members will arrive with some common norms generalized from U.S. society, which may include how they greet someone when they meet them, how they listen to others and authority figures when they're spoken to, and habits or manners around eating meals. Additionally, crew leaders help form specific **attitudinal** and **structural norms** to help the program run smoothly, and help members feel secure and included.

Attitudinal Norms

Attitudinal norms are about *how crew members treat each other*. For example, there may be an attitude or a norm of offering support, or a norm of using appropriate humor. Crew leaders promote specific attitudinal norms and are aware when attitudinal norms emerge or change.

Structural Norms

Structural norms consist of *the framework crew leaders build for crew members to live, work, grow, and thrive*. For example, structural norms may include a practice of regular times meals are prepared each day, job rotation charts, or around policies such as wearing gloves when using tools.

Crew leaders should research and think ahead about what norms they would like to encourage for crew members. Some norms are mandatory across all SCA programs and are outlined in the Policy and Procedure chapter.

Crew leaders promote the establishment of norms by modeling the norms they want and positively calling out or publicly recognizing when members express norms that aid toward developing the desired norms. To help establish the desired structural norms, crew leaders are encouraged to be clear and transparent early on with crew members about the structural norm expectations they have.

Daily Routine

Structured daily activities can ease members' anxiety. As members learn the daily routine, they are more able to enter in and help ensure tasks are completed that help the program run smoothly. This includes setting and conveying a daily schedule, communicating what and when chores are done, and communicating behavioral expectations.

Considerations for structuring the program experience that may help crew members succeed are:

- Convey the daily schedule.
- Build in time for questions about roles, schedule, meals, etc.
- Speak openly about anxiety and uncertainty, and how members can cope with those concerns during their position.
- Conduct regular check-ins with each member.
- Build in down time where members can be by themselves to journal, think, and reflect

See program checklist references in the Program Management chapter:

- Ramping up to start date
- First 24 hours
- During program
- Approaching the end date
- Program closeout

The First Day

Within the first 30 seconds of arrival to the program, crew members will make judgments about how they feel about their crew leaders. That is why it is important for leaders to provide a genuine and warm welcome as well as respond to questions—even if the leader had planned to answer them at a later time. Crew leaders who interact with their crew members ahead of the program have a head start on cultivating positive relationships. Purposeful pre-program interactions and the first day are crucial to establishing the SCA's and crew leader's desired attitudinal and structural norms.

First days are long and potentially tiring. Leaders and members can feel a range of emotions when starting a position. These emotions can range from excitement to anxiety and everything in between, which is normal. New experiences require stepping away from familiar routines, support structures, and social groups. During the first days of the program, leaders should pay special attention to the needs and emotions of their members, and themselves. See 'First 24 Hours of Program' checklist in the Program Management chapter.

Crew Leadership

Leadership is a relationship between leaders and their groups. Leaders put the ethic of care into practice by building caring relationships with members while maintaining professional boundaries. Most crew members learn skills more easily when they perceive their leader to be a warm, caring person. Authenticity and relational skills are vital for effective crew leadership.

Functions of a Leader

A leader has three main functions: to be a *responsible leader*, an *effective leader*, and a *psychological leader*. As the program progresses, effective leadership and psychological leadership often become shared among the crew leader and crew members. There is a caveat, if none of the crew members are able to help with effective and psychological leadership, the crew leader(s) needs to be able to ensure all those functions are attended to.

Effective Leadership

An effective leader strives to ensure tasks get done and problems get solved, and may also be the one who does those things. An effective leader may give direct instruction to do a task or indirect instruction by modeling doing a task or praising another person for stepping up appropriately. Effective leadership includes solving the problem of how to get a vehicle unstuck, maintaining equipment and tools, starting dinner preparation, and teaching participants to kayak. Effective leaders use an appropriate leadership style, whether the style involves directing the group members, delegating tasks, or modeling.

Sharing effective leadership with crew members can come about organically or can be delegated. As the responsible leader, the crew leader monitors how group members perform effective leadership tasks to help ensure physical, social, and psychological safety.

Psychological Leadership

A psychological leader helps create positive group morale, encourages, and supports group members, and tends to the emotional needs of themselves and the group.

members, among other relationship considerations. If someone said they felt poorly and then doesn't show up to a meal, a psychological leadership function is to check in with that crew member. A positive, psychological leadership action might be to use appropriate humor in a tense situation.

Sharing psychological leadership can come about organically or can be delegated. As the responsible leader, the crew leader constantly monitors how group members engage in psychological leadership. A crew member may attempt to set a tone of complaining or scapegoating another crew member. The crew leader needs to step in to help model positive psychological leadership.

Responsible Leadership

The crew leader is always the responsible leader; this function is never shared with crew members. The responsible leader is the person who, if anything goes wrong, is called into account by higher authority. For the sake of the crew members, a responsible leader vigilantly maintains a steady emotional state for themself.

The responsible leader is the person who has the ultimate responsibility for maintaining the goals of the position and program. This leadership function constantly monitors the group members and thinks about the group's process. The responsible leader provides the crew members with information about safety and risk, has the last word on safety, and is constantly mindful of safety considerations. Safety considerations include the responsibility of foreseeing, understanding, and assessing potential risks for themselves and members in each of the five personal domains (physical, emotional, social, behavioral, and spiritual). These responsibilities include details such as checking equipment, making sure everyone knows the plan for the day, and taking charge in an emergency. This promotes a feeling of security, makes it easier for people to learn new skills, and enables people to handle routine activities comfortably and safely. Crew leaders need to know who they might depend on to help in case of an emergency.



Crew members may help in effective and psychological leadership organically and under direction of the crew leader. Responsible leadership is reserved for the crew leader. Adapted from Mitten and Clement, 2007

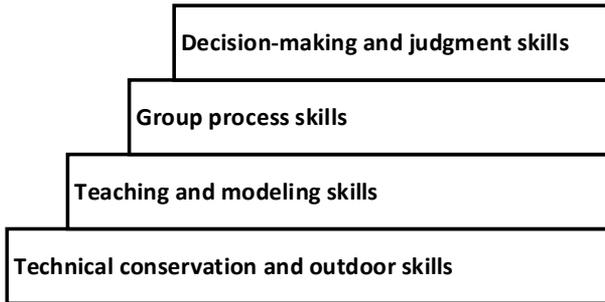
While responsible leadership is not shared, once into a program crew members might be performing a great deal of the day-to-day effective and psychological leadership functions, as well as reinforcing the health and safety norms set by the responsible leader. If so, this frees the crew leader to do deeper work, such as teaching more skills and providing one-on-one coaching.

Skill Sets Needed for Crew Leaders

The skills crew leaders need to lead crew members through a program can be divided into four major areas:

- a) proficiency in conservation, outdoor activity, and other technical skills,
- b) ability to teach well and model a variety of skills,
- c) proficiency in group processing skills and modeling those skills, and
- d) solid experience and judgment skills.

Each of these areas is essential to quality leadership and there is overlap among these realms.



Skills necessary for conservation program leaders
Adapted from Mitten & Clement, 2007

Technical Skills

The technical skills crew leaders need include safety skills, weather and environment skills, technology skills, and planning, organizational, and documentation skills.

Safety Skills

Crew leaders have the ultimate responsibility to maintain safety for crew members and themselves. They lead hazard identification and risk assessment, and preparation of safety briefings for environmental considerations, tool use, and other program considerations (see ‘Core Curriculum’ and Program Management ‘Resources’). Crew leaders usually function as the chief medical people for the group. Appropriate first aid and medical training is critical and advanced training in first aid and/or wilderness medicine has become standard practice for crew leaders in outdoor environments (see ‘Staffing’ policy in policy/procedure chapter). This field guide outlines the structure within crew leaders’ practice of safety skills.

Weather & Environment Skills

Weather affects most everything crew members do outdoors. Understanding weather (such as large-scale and local weather patterns, how to use clouds and wind in weather prediction, and how to interpret a barometer) and how it affects travel plans, and the comfort of crew members helps in planning. For example, while working on a trail the crew leader hears thunder. Should the leader initiate an emergency evacuation right away? Should they wait until they see a flash of lightning? How many seconds between when you see the flash of lightning and you hear the thunder relates to how many miles? See Weather & Environment policies & procedures for the scope of practice and guidance SCA crew leaders must follow.

Technological Proficiency

Technology is a part of SCA experiences. Technology skills and practice range from research crew leaders conduct on the internet about their program, participants, and sites before the position begins, to using a compass or Global Positioning System (GPS) on their phone to navigate, apps to access and store information, and using field communication devices such as radios, satellite phones, or Garmin InReach devices.

Planning, Organizational, & Documentation Skills

Technical skills also include planning, organizational, and documentation skills.

Examples include:

- developing and documenting itineraries and emergency response plans (ERPs),
- documenting a Job Hazard Assessment (JHA),
- food, hydration, and hygiene planning,
- equipment planning and inventory management,
- planning project work such as trail drainage or surveying,
- budgeting, money handling, and expense tracking,
- member reflections, assessment, and evaluation,
- completing field and output logs, and
- regulatory compliance such as with the Americans with Disabilities Act (ADA).

See the ‘Program Management’ chapter in this field guide for more planning, organizational, and documentation resources and responsibilities.

Teaching and Modeling Skills

The ability to teach technical information and skills, as well as to model positive use of interpersonal skills (to help others develop interpersonal skills) is an important skill set for crew leaders.

The ability to teach technical skills is gained through practice and watching people who teach well. Teachers and crew leaders tend to teach the way they learn best. If they're not careful, they will only teach to that style of learner and inadvertently miss other learners.

Crew leaders should thoroughly pre-plan their program. Pre-planning is essential to teaching well. Some of the most challenging leadership moments a crew leader can experience can occur due to poor programming. Programming an activity or service project is like setting the table for a great meal. If the seating arrangement is correct, there is good conversation; if the food is well prepared, everyone feels satisfied, and so on. In terms of a program activity, thinking about the goals of the experience helps leaders to program who, what, where, when and many other important aspects of good planning. Leaders should be concrete in planning the program objectives to meet the program outcomes promised to the crew members.

In addition to teaching technical skills, crew leaders teach many other skills, such as collaboration, teamwork, and effective communication. This happens both by didactic (planned) teaching, and through modeling, such as parallel processing (discussed next). Behaviors, values, and attitudes are also taught through parallel processing. These behaviors include helping each other, accomplishing tasks, being a supportive crew member, and expressing concerns in a way that is helpful for other crew members. The crew leader exhibits these behaviors (modeling) and crew members often pick up on the behaviors. Crew leaders complementing crew members when they engage in

these behaviors helps the members model to other members and support each other. Additionally, throughout the program and with the help of the crew leader, members are learning critical thinking and problem-solving skills.

Parallel Process

The ability to model appropriate behavior and healthy relationship skills is a paramount skill for crew leaders. For many people, this is a process of learning about healthy relationships and consciously practicing them. When crew leaders can engage in and model healthy relationships, then the crew members can engage in a parallel process.

Parallel process refers to treating others as you want them, in turn, to treat others. A central tenet to the success of this model is that leaders are conscious role models. Crew leaders understand that especially in new settings, members are watching them for direction and guidance. If leaders treat their crew members with care and respect, then members are more likely to treat other members with care and respect. Crew members are likely to replicate behavior from their home relationships as well as the behaviors their leaders have modeled to them through their actions. Therefore, strong modeling of the behavior and attitudes you want may be necessary; this may include exaggerated smiles and positive attitudes. Some crew leaders may have heard of mirror neurons – which may explain why parallel processing works well.

Group Process Skills

Leaders need to be able to understand, follow, and interpret group process. Group process is what is going on in a group: who is saying what, what stage the group members are in, and the like. Crew leaders' goals and assumptions influence the group process. Their goals and assumptions also influence their interpretation of crew members' behaviors and their subsequent actions.

When working with groups of people it is useful for crew leaders to check if they are making assumptions about crew members' behavior or about their character, and if these assumptions are based on biases. Crew leaders' assumptions directly impact the experiences of the crew members. For example, if a leader sees a member being quiet during the planning phase of a group activity the leader may assume that the member is either disinterested, interested but needing information, too shy to speak, holding back to give others an opportunity to speak, or something else.

Mitten's (2003) research on ethical frameworks leaders use in decision-making indicated that if a leader

The crew leader's goal is the process of building healthy relationships.

“blames” a crew member for their condition, then the leader is less likely to help that crew member. For example, if a leader sees it as the member's fault that they do not have the skills for the activity then the leader is less likely to help the member acquire the skills. Crew leaders need to practice the skill of examining their assumptions.

Communication

Communication and conflict go together because whenever there is communication at some point there is sure to be conflict. Conflict among people in groups is inevitable.

Crew leaders who understand and can work with their own reactions to conflict usually have an easier time helping crew members work with conflict. It is vital for crew leaders to stay emotionally and physically present during a conflict. Crew leaders set the tone for working with conflict.

Crew leaders and crew members will have various reactions to conflict. These reactions range from avoiding to compromising. Some styles people may choose when faced with conflict include avoiding, accommodating, collaborating, competing, and compromising. Many people believe when there is conflict, the goal is to resolve it. In general, it helps for crew leaders to use curiosity to understand what is troubling the people involved with a conflict. Whether or not the crew leader is involved in the conflict, they must understand themselves, and what about the conflict might trouble them, or other thoughts. Crew leaders stay motivated to determine if the conflict needs to be resolved or managed; resolving the conflict or making a plan for management helps the crew members.

**Crew leaders should know that communication
is a process.**

Leaders should take the time they need to formulate communication as clearly and effectively as they are able.

Conflict

Depending on the origin of the conflict and the members involved, it may be straightforward to resolve the conflict. This includes the characteristics and needs of the members involved, understanding the conflict, and having guidance on how to repair the conflict. However, if the conflict is complicated, it is important for crew leaders to be able to explore the conflict. Crew leaders decide if this conflict can be resolved or if it needs to be managed, and perhaps revisited throughout the program.

The origins of conflict are typically

- a) unclear communication,
- b) role ambiguity, or
- c) values difference.

The resolution or management of the conflict is dependent on the origin.

Unclear Communication

What the speaker says	What the listener hears
What the speaker means	What the listener thinks the speaker means

Courtesy of Scott Bandoroff, PhD

Misinterpreting messages are probably the most common cause of conflicts. As the table shows, often what somebody says is misheard by the receiver. Additionally, the person talking may have not noticed and unintentionally said something different than they meant. Everyone speaks through their own filters and understandings, so it makes sense that while we may understand what we're saying, it may come off to a listener as something different.

An excellent way for a crew leader to approach conflict is to check in with crew members to be sure what was said and what was heard is the same. Remember, it is not about figuring out what was really said or who miss-said or who miss-heard; it is about having the people involved confirm they said what they mean, clarify, or start over. This process should have no blame or fault or trying to figure out what someone really said or heard. Crew leaders help members move past the miscommunication or misunderstanding.

Helping crew members understand that communication is a process can often help to correct misunderstandings. It is useful to let crew members know that miscommunication is normal and give them ways to check the accuracy of what they said or what they heard. Smiling crew leaders, reminding people that *communication is a process*, can help defuse miscommunications.

Role Ambiguity

Role ambiguity, or confusion, can be common and can be a common cause of conflict. Role ambiguity is when someone misunderstands a role to encompass more or less responsibility than was intended. Conflict can arise when another person or group of people understand that original person to have a different range of responsibilities. Understanding boundaries (see the Boundaries section) is helpful in preventing role ambiguity.

Crew leaders can avoid role ambiguity by helping to clarify roles and responsibilities beginning in the pre-program stage and through the conclusion of a program. It is extremely important that crew leaders understand their roles and responsibilities and stick to these throughout the program.

If crew members become anxious or afraid, sometimes they can over- or under-reach on their roles and responsibilities, which can cause conflict. The conflict can be among crew members or between crew members and crew leaders. When this situation happens, it is up to the crew leader to help resolve the ambiguity about roles.

Values Difference

Differences in values can cause conflict. This type of conflict most often needed to be managed rather than resolved. It is very challenging to resolve values conflicts because many people are not inclined to change their values quickly, nor should crew

leaders try to change people's values. Values may change over time through being with and working with people different from oneself, through conversation, and through education. In the past few years, in the United States, values conflicts have become more visible, as well as more conflictual. Therefore, crew leaders and crew members are likely aware of the challenges of values conflicts.

Stages of Group Development

A goal for SCA programs and crew leaders is for individuals to work well as a group (even two people can constitute a group). In a well-functioning group, individuals contribute to group decisions, complete group tasks, and feel good about themselves and the group. A well-functioning group is a joy for a crew leader to work with and participants, too, have a more positive experience. Individuals that trust and respect each other function better as a group. Sometimes though, group process and what influences the process can be a mystery. Questions, such as the following, challenge many crew leaders:

- How do groups form and what causes people to connect and function together? Why do some groups run smoothly, and others seem to fall apart? Do some mixes of people just blend while others do not?
- As a crew leader, what can I do to ensure positive group interactions? What is my impact on the group? Does the group form around me?
- Can people who are very different enjoy being in the same group? Is it predictable that certain individuals will have difficulties working together?

The process of group formation varies some with each group of people. Group cohesion that results from this process relates to the crew members involved, the length of the program, and the type of program. Understanding stages of group formation helps leaders to help members understand more about their individual process and the group process as a whole.

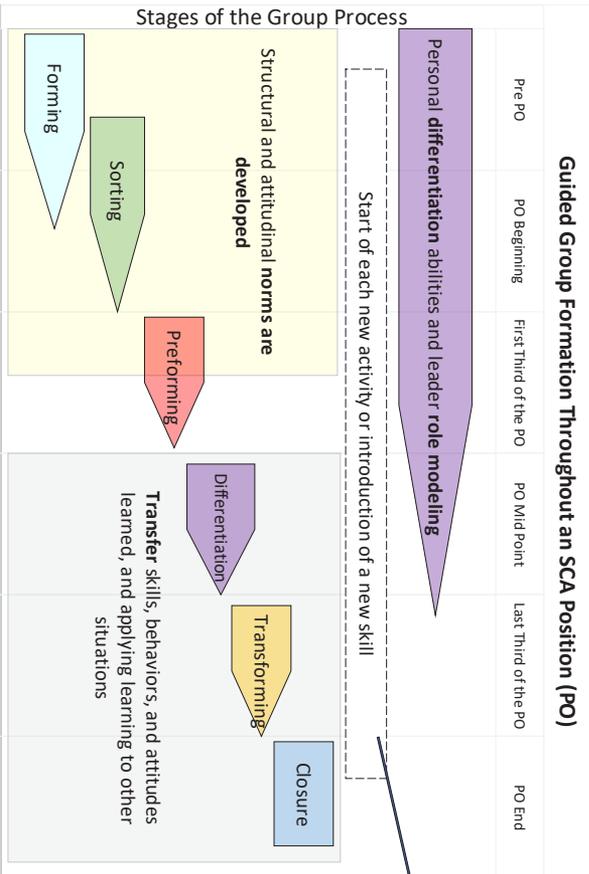
Few groups and individuals connect easily and without some conflict. Crew members bring issues related to fears with them—especially programs that take place in the outdoors can inspire fear in people new to the outdoors. Some common fears found on programs include fear of not being “good enough”; fear of not being able to keep up; fear of not being liked; fear of being isolated in a frightening new situation without their accustomed support structures; and the most common “will there be enough food!” Seeming or being different can be frightening, and all the issues that can divide us at home, such as classism, racism, ageism, heterosexism, and ableism, also come with us on programs to varying degrees.

Given no direction from crew leaders, desired stages can be muddled or may not even develop. With specific focus and intent, most groups can go through clearly identifiable stages, which help mitigate the effect of fear and lack of experience, and in turn welcome diversity.

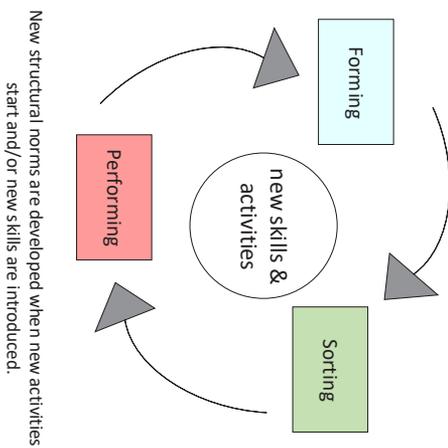
At SCA, stages crew leaders guide crew members through are: Forming, sorting, norming, performing, differentiating, transforming, and closure. These stages do not have discreet beginnings or endings. They do not necessarily follow each other in the above-stated order—either for each individual or the group as a whole—it is more like a matrix. Individuals' experiences can be different from the group's experience. With deliberate guidance from the leader(s), members successfully achieve each of the stages and individuals feel included, but not ruled by the group process.

Because this process usually feels good to people, they feel cared about, heard, and included. When crew members experience this process enough to internalize it, they may replicate it in other groups by taking leadership positions or by asking that the leader replicate it.

Next, the components of the stages are explained, and strategies crew leaders use to facilitate group formation are explored. Each stage has a structural component and an attitudinal component. The structural component refers to what is physically happening. The attitudinal aspects refer to the attitudes or emotions of the individuals or collectively. These components are discussed in each stage.



Individual and group processes are completed throughout a program. Crew leaders give direction to help crew members grow and develop as a group through identifiable stages. Adapted from Mitten, 2005.



Forming

At the beginning of a program, participants usually meet each other and the leaders for the first time. Crew members can feel awkward and unsure, excited, and anticipatory. They engage in exploring talk, sometimes described as small talk, and approach-avoidance behavior. During the forming stage, the crew members likely feel a certain amount of stress. Members can be concerned about being different from everyone else or maybe they are on the wrong program or really have no business believing that they can be a part of the group. However, members usually find things in common around which to connect. Early connections may be around common fears (“Are you as scared about bears as I am?”), or a common lack of skills (“Oh, good, I’m not the only one who doesn’t know how to use a Pulaski.”) Sometimes connections start with a “we are in this together” attitude.

Members engage in exploring talk, sometimes described as small talk, and approach-avoidance behavior.

An SCA program—especially those outside—involves a great deal of task focus, especially in the beginning: packing gear, traveling to a destination, setting up initial campsites, and unloading a trailer. Many of the early connections between members are made at this task level. When crew members can channel their nervous energy into tasks, tension eases and fears subside. Some members find it easier to talk as they work together. Having adequate structure at the beginning of a program facilitates crew members starting to form relationships by giving them access to the group and each other. The crew leader may need to be directive and will need to dispense information crew members need to be and feel safe.

Forming begins even before the program. Affirmations that help the crew member feel welcome include:

- Ø I celebrate that you will be part of our group.
- Ø You are a valued group member just the way you are.
- Ø Your experience in this group is your own and is unique.
- Ø You can be part of our experiences when you are ready.
- Ø Your needs and safety are important to me.
- Ø You can make healthy decisions about your participation.

Once on the program as the forming stage continues leaders can add:

- Ø There is a place for you in our group.
- Ø You are a special and unique human being.
- Ø Your needs are valid and important.
- Ø You can participate in our group activities in ways that work for you and at your own pace.
- Ø You can feel all of your feelings.
- Ø I respect and appreciate you and care for you willingly.

Sorting

Sorting, the second stage, may seem chaotic to both the crew leader and the crew members until expectations are shared and agreed upon. Everyone tries to figure out what the rules are, who will do what, and how to get along in this group. For example,

a member might think, “does the leader cook breakfast, or do we all help? Are there set menus, who decides when and what we eat? Do I pack up before breakfast or after?” At this point, choices for activity partners, tent mates, car passengers, and the like, can be fairly random, since few of the crew members will have known each other in advance. However, even casual acquaintances can seem like long-term friends to members who feel anxious about the beginning of a program and about fitting into the group. Some crew members stay close to the crew leader so as not to miss directions or be part of the group.

As in the forming stage, crew members connect around tasks. At this stage, members need to be able to ask questions about the activities at hand in order to continue to feel more secure and to be able to take more responsibility for the direction of the program. The crew leader provides structure that helps direct the sorting, facilitates quick, smooth decisions, and can be directive about effective ways to accomplish program chores. If expectations and roles are not agreed upon the group—crew members—gets stuck here and the program is chaotic. At this time, relationships and leadership patterns begin to develop within the group (including cementing structural and attitudinal norms).

For example, some crew members may be seen by other members as leaders for their skills, their willingness to be responsible for a task, or for their psychological and social leadership.

Everyone tries to figure out what the rules are, who will do what, and how to get along in this group.

Affirmations that help the crew members feel more secure in the sorting stage include:

- Ø You can ask as many questions as you need to and as many times as you need to.
- Ø You can explore, experiment, and try new skills and I will support and guide you.
- Ø You can push and test limits as you need to.
- Ø You can be clear about what you know and understand and the gifts you bring to the group.
- Ø You can take your time growing and changing.
- Ø You can be interested in everything.
- Ø I care for you when you are observing, active, or reflecting.

As the group moves towards the norming stage the following affirmations help the crew leader help the crew members know that they have power (are capable) and that their intentional participation in group activities is encouraged. Crew leaders want crew members to be part of the collaborative leadership by participating in decision-making, task accomplishment, and reflection.

- Ø You can use all of your senses, past experiences, and wisdom when you explore and grow.
- Ø It's OK for you to be frustrated and try new skills again. You can learn to manage frustration in healthy ways.
- Ø You can do things as many times as you need to in order to feel secure and competent.

Norming

During this third stage norms or patterns become established. Sometimes the norm is that there are no set patterns. Chaos can be a norm. During this stage, the group becomes an additional participant. For example, if there are 12 crew members there will actually be a thirteenth member, “the group.” Often crew members say things like “the group likes to get an early start” or “the group likes to stay up late every night.” In one program, there was a norm to bring Pitter Patters (peanut butter sandwich cookies) on each hitch because “the group” liked them. Eventually, on one hitch everyone forgot Pitter Patters.

About the second day, crew members started confessing their relief: it turned out no one but “the group” really liked Pitter Patters at all.

During this third stage norms or patterns become established.

A crew leader can encourage and discourage norms. Some norms are conducive to healthy bonding, including it’s OK to ask for help; everyone is welcome; or individuals can speak up when tired or hungry. Other norms tend to alienate crew members including sarcastic teasing; ethnic, racial, or homophobic jokes; or pushing well beyond one’s limits.

The crew members are creating their group identity and their power as a group. Helpful affirmations are those that encourage identity and healthy power, and include:

- Ø You can think for yourself and ask questions when you need to.
- Ø You can think and feel at the same time.
- Ø Sometimes we may disagree. You are entitled to your opinions and perspectives.
- Ø You can know what you need and ask for help.
- Ø You can try out different roles and ways of working and living in a group and growing.
- Ø You can become clearer about what you are imagining and what is actually happening.

Performing

In the performing stage, crew members feel more confident about the expectations of them, how to relate to others, how to fit in, and how to get their needs met. Crew members typically start discussing more of their personal lives. As this information is shared about crew members’ lives, connections may take place around common interests or concerns and political activism, age-sharing across generations, parenting issues, studies, or jobs. Crew members often feel more relaxed. Routine tasks go more smoothly and previous learners become teachers. More skills are learned and practiced. Bonding may occur around admiration for another member’s skills or style in the program.

Now the crew leader is often less directive about tasks. In accordance with the program goal, the crew leader begins teaching more technical skills to the crew members as a group, to sub-groups, and to individuals. The leader continues to be friendly with members, checking in personally with each in order to stay current with them. Helpful affirmations to add to the being, doing, thinking, identity, and power affirmations already being shared are more identity and power affirmations:

Crew members feel more confident about the expectations of them, how to relate to others, how to fit in, and how to get their needs met.

- Ø You can become more independent, and I will continue to support you.
- Ø I respect and believe in you.
- Ø You can become clearer about the consequences of your behavior.
- Ø All of your feelings are acceptable.
- Ø You can explore yourself and what you value and believe, and you can learn about other people.
- Ø You can be powerful and ask for help at the same time.

Differentiating

In the differentiation stage, members feel they fit in this new setting and are comfortable enough to express their individuality, to begin to risk sharing the ways in which they feel different. When differentiation has occurred for each individual, the group is safer and more able to accomplish program goals. One of the leader's goals is to set the stage for differentiation to be possible. The differentiating process begins at varying times for the members. When a member feels comfortable expressing their needs, wants, and individuality—even if these are contrary to the “group's”—these expressions are influenced by their self-esteem, their skill level, and their previous work or outdoor experience.

For many members, completing the first three group formation steps sets the groundwork for differentiation to occur. They now feel welcome and secure in an understanding that they have a place in the group. In this stage, there is a sense of acceptance by “the group” that diversity enriches the group rather than threatens it. Crew members readily express opinions and often begin to take a more active role in managing the position. Members feel at ease enough to engage in small group activities, connecting around favorite leisure activities, like sharing music or meals after their day, going on hikes or other off-program activities on days off, identifying trees or flowers, or posting shared experiences on social media. An example of a structural indication that the group has achieved the differentiation stage is if during free time members feel comfortable participating in different activities and even spending time alone. Of course, if everyone shares one activity during free time that does not necessarily mean that differentiation has not occurred. It may simply mean that the crew members in the group all want to do the same activity.

Diversity enriches the group rather than threatens it.

During this stage, crew members generally feel more comfortable formulating and expressing opinions that seem contradictory to the norm and being as concerned with personal goals as with group goals. Bonding can be in subgroups of two, three, or more. When crews are large, the crew leaders may split into two groups in order to enjoy the quieter aspects of smaller groups. This coming and going in and out of a larger group is an important skill for crew members to attain. The ability to separate easily without using conflict as a stimulus makes a group stronger, safer, and more sustainable.

During this stage, the crew leader continues to offer advanced skills and check in with members individually. The crew leader also remains mindful of the program goal and continues to focus their attention on it. Helpful affirmation to add to the being, doing, thinking, and identity and power affirmation already being shared are structure affirmations, such as:

- Ø You can find ways to do things that work for you.
- Ø You can learn when and how to disagree.
- Ø I can respect and care for and about you even when we disagree.
- Ø I enjoy growing with you.
- Ø You can think before responding, making decisions, and acting.
- Ø You can learn from your successes and experiences.
- Ø You can trust your intuition to help you make healthy decisions.
- Ø You can learn healthy and effective ways to discuss and explore problems.
- Ø You can learn the rules that help you live with others.
- Ø You can think for yourself and get help instead of staying in distress.

Transforming

Transformation refers to the process of taking skills, behaviors, and attitudes learned in this group experience and applying them to other situations. Of course, this can and does happen during all parts of the program. Often crew leaders purposefully process tasks and situations to help crew members see the possibilities of transferring learning in the program to future jobs and their lives back home. Transformation continues after the program. Crew members may notice and experience ways they naturally have adopted some of these behaviors, attitudes, values, and skills and incorporated them into their work and home life.

Crew leaders purposefully process tasks and situations to help crew members see the possibilities of transferring learning in the program to future jobs and their lives back home.

As groups continue to mature, the roles of crew leaders shift. Crew leaders do not become less involved, they become differently involved. Crew members share more actively in effective leader and psychological leader roles. The crew leaders continue to be the overall responsible leader. Affirmations that encourage identity formation and healthy separation are useful.

- Ø You can know who you are and learn and practice skills for independence.

- Ø You can accept and cherish who you are as a person, and you can continue to learn and grow in many ways.
- Ø You can learn to use old skills in new ways.
- Ø You can develop your own interests, relationships, and causes.
- Ø I will continue to care for you, and I trust that you will ask for my support when you need it.
- Ø You can learn about nurturing and be responsible for your needs, feelings, and behaviors.

As the crew members continue their program, adding affirmations about interdependence are useful.

- Ø I will continue to enjoy knowing you as you grow and change.
- Ø Your needs are important.
- Ø You can be uniquely yourself and honor the uniqueness of others.
- Ø You can trust your inner wisdom.
- Ø You can be creative, competent, productive, and joyful.
- Ø You can be independent and interdependent.
- Ø You can be responsible for your contributions to each of your commitments.

Closure

Closure is ending as a group and moving on. On two-week or longer programs, the energy among members can be scattered during the last few days. Some crew members feel anxious about returning home while others are eager to be there. Some crew members may be very sad to leave and want to linger while others may be focused on getting home quickly. Mentioning this phenomenon to members can help to diffuse the potential for conflict arising from different goals at this stage of the program. It is important to have a formal or ritualized ending. This gives recognition to the importance of the group and individual experiences. Having a definite closure helps validate the experience for the crew members and helps create the beginning for more changes. Goodbye tears are not uncommon; and goodbyes include the knowledge of some individuals that other crew members have known them in a different way, and they carry this away from the program as a resource for the future.

Post-program bonding can take many forms as crew members seek to integrate their experience and perhaps some of the other members into their daily lives. Networking, an important form of bonding that occurs on programs, involves making connections for the future. The #alumnfromdayone section in the Welcome to SCA chapter has more information about post-program networking.

Having a definite closure helps validate the experience for the crew members and helps create the beginning for more changes.

Long after the program, crew members often welcome other crew members into their homes when they are traveling near where they live.

Some members maintain extensive contacts from the program, others very few. Some members have acted as resources for other crew members regarding jobs, support, and music.

In some programs, crew members will carry the knowledge that this group of people has known them in a different way than others have, and they can carry this knowledge as a resource for the future. Affirmations that encourage integration can be helpful.

- Ø You can look upon the process of closure as a natural transition.
- Ø You can finish each part of your journey and look forward to the next.
- Ø You can say your hellos and good-byes to people, roles, dreams, and decisions.
- Ø You can make your preparations for leaving and close this experience when you are ready.
- Ø You can celebrate the gifts you have received and the gifts you have given.
- Ø You can build and examine your commitments to your values and causes, your roles, and your tasks.
- Ø You deserve the support you need.

Generalizing and Transforming

Transformation refers to the process of taking skills, behaviors, and attitudes learned in one experience and applying them to other situations. People are very individual, and the way learnings are generalized is not well understood. However, with thoughtful reflection and encouragement, people can construct their own meanings from their experiences and use these meanings to make personal changes. Integration affirmations can be helpful.

- Ø You can learn to apply your skills and awareness in a variety of ways and situations.
- Ø Through the years you can expand your commitments to your own growth, to your family, your friends, and your community, and to all humankind.
- Ø You can grow your whole life through.
- Ø You can share your wisdom in your way. You are loveable just the way you are.

These stages of group formation vary in duration for different groups and even for individuals within groups, yet essentially can progress the same on a three-day as on a three-week, or a three-month program—given the skill level of the crew leader. Crew members' bonding often begins in the formation and sorting stages, although some members feel more comfortable initiating relationships later in the program. Additional connections are formed, and existing ones strengthened during the differentiation stage, because many crew members feel more comfortable in the smaller groups that may form during this stage. As the program progresses, there is often more time for socializing, as well as a more in-depth sharing and recognition of each crew member as an individual.

Decision-Making & Judgement Skills

Crew leaders exercise decision-making and judgment skills within the scope of the policies, procedures, and practices outlined in this field guide. Self or group reflection on prior experience is key to further developing decision-making and judgment skills.

Crew leaders use judgment, depending on the context and crew members, to:

- choose a leadership style,
- choose a decision-making method,
- choose their role in the decision-making process, and

- make actual decisions.

Additionally, leaders continually teach members about judgment and decision-making by modeling their own judgment, decision-making, and leadership-style choices. The more transparent a crew leader can be about their decision making the more effective they can be in helping members develop judgment.

Decision-Making

The crew leader's role in the decision-making process depends on the kind of decision being made, the level of decision-making skills and experience the crew members have, the specific environment and context of the decision, and the goals of the program. For example, later in a program the leader may allow the crew members to determine what is for dinner and when dinner is prepared. However, deciding if thunder and lightning pose a risk to the crew is the crew leader's decision.

Decision-making that allows for maximum participation increases members' sense of inclusion in the process as well as a sense of choice and ownership of the situation. For example, a decision around an activity's pacing can involve members to help ensure the pace will be comfortable for everyone. The crew leader must choose the combination of leadership style and decision-making method that maximizes participant involvement while not compromising safety.

Judgment

Crew leaders use their judgment when selecting the decision-making method and when making actual decisions. Leaders need enough experience and knowledge of various environmental, social, and other conditions and activities to be able to make informed decisions. Without adequate knowledge, leaders may make poor judgments. Poor judgment is made not simply because a leader lacks ability or has ignoble intentions, but rather because the leader simply does not have adequate knowledge.

Leaders also use their judgment to know what leadership style best suits a given situation. Authentic leadership and using SCA's ethic of care allows crew leaders to use different leadership styles as situations dictate the need.

Boundaries

Boundaries have physical, social, emotional, and energetic aspects. Boundaries change based on context and situations. Crew leaders understanding their boundaries in terms of their roles and responsibilities goes a long way in setting a positive tone for programs. Additionally, crew leaders appropriately balancing their professional and personal boundaries with members helps crew members have a more positive experience. It can be incredibly hard for crew leaders who are solo leading to maintain appropriate professional and personal boundaries. Solo crew leaders may find it helpful to have a way to periodically maintain connection with other SCA staff, as well as relatives or friends not associated with the SCA.

Crew leaders should remember that any personal information a leader shares with a crew member(s) will be out there among the crew for the length of the program and beyond. Sharing personal information and stories should be for a purpose and be well thought through. For example, sharing a personal story to build rapport with a member, or to reinforce a predetermined learning objective or goal can be powerful

and increase connection. However, personal anecdotes may also contribute to unclear professional and role boundaries or detract from desired norms.

SCA has policies about relationships between staff and staff, and between staff and members, including crew leaders and crew members (see 'socialization' policies). Understanding boundaries helps avoid inappropriate boundaries that can lead to ethical or legal issues. Especially in the case of minors, there are legal protection responsibilities. Crew leaders should not be in a situation where they may unintentionally breach their protection of minors.

Depending on the context, either rigid or permeable boundaries are useful. A non-negotiable rule, for example, is a rigid boundary. A clear, uncontested rigid boundary is romantic contact between crew leaders and crew members. A permeable boundary may be a negotiable rule, such as a job chart or duty rotation.

[Building Healthy Relationships](#)

Relationships are central to SCA leadership and programming. It is crucial for crew leaders to understand the difference between relationships based on healthy connections, and those based on negative factors or dependency. Crew leaders steer members towards healthy connections. Crew leaders teach relationship and community-building skills through the ways they form relationships with the members. Crew leaders steer members towards healthy relationships with the environment through how they relate to the natural environment.

Program design influences and sets the context for healthy relationships to form. Examining one's own beliefs about communities and relationships, as well as one's understanding of and ability to engage in healthy relationships, are integral to a crew leader's ability to support positive group cohesion.

Crew leaders encourage healthy relationships and discourage dependence relationships or unhealthy connections.

Healthy Relationships

Healthy connections often start with common interests, shared experiences, learning together, or accomplishing tasks in an atmosphere of mutual respect and trust. Relationships that grow out of healthy connections don't happen at the expense of someone or something else. When people form healthy connections, they enter relationships where they maintain a separate identity and individual responsibility yet can still function well in a group and feel a sense of belonging.

Healthy connections come from individuals acting on their own desires rather than reacting to an outside stimulus.

In healthy connections, there are feelings of security, mutuality, and sense of purpose. Individual goals can be attained as well as the program goals. Healthy bonding encourages growth, feels good, and builds positive and sustainable communities. People

in healthy relationships feel secure and speak up if they are cold, tired, or hungry, or if they have other concerns. This speaking up makes programs safer.

Dependency Relationships

Dependency relationships are unhealthy and have negative consequences for group members. These unhealthy relationships are built around reactions against an outside stimulus, such as stress, hardships, a disliked person (think scapegoating) or object, or various evils that need to be fought. This form of bonding is exemplified more by what one is “against” than by what one is “for.” In reactionary or dependency relationships, connections usually are maintained only as long as the fight goes on and the crisis continues, and as long as the seemingly negative factor exists. Reactionary relationships discourage people from feeling good about themselves and from valuing their own and others’ differences.

Unhealthy connections can divide group members, create unsafe conditions, or cause people to compete for food, shelter, and protection. Unhealthy relationships discourage people from pursuing individual goals simultaneously with the group’s goals and can trap individuals in unhealthy subgroups.

People can connect with other people, with animals, or with nature, and in each instance the connection can be healthy or unhealthy. Yes, it can seem healthy some of the time and unhealthy other times; though if it has unhealthy components then the relationship will add negativity to the experience. By crew leaders looking at themselves, they can cognitively determine the kind of bonding or connections in which they engage and make an effort to pursue healthy connections.

During an SCA position, a relaxed, supportive atmosphere that is punctuated by frequent, unstrained laughter and humor, indicates that healthy bonding is taking place. Humor is typified by laughing “with” not “at” other crew members. Individuals are accepted by others for themselves, and there is an absence of group crises. When stressful situations come up, for example, having to bivouac unexpectedly when a storm prevents the crew members from returning to camp as planned, or changing project plans at the last minute, the members cope with the situation with good cheer and resourcefulness. Members work together to create a temporary shelter and share the food and protection they have, or work together to equitably change jobs, roles, and trade equipment. In these circumstances, there is an absence of blaming and trying to figure out whose fault it is that they didn’t get back to camp or why the project changed, as well as an absence of saying “if only we had.”

Member Characteristics

Stages of Human Development

The stages of human development is a useful framework for crew leaders to understand members and member behavior in the context of development needs and personal journeys.

Pam Levin's (1982) refinement of developmental theory notes that developmental processes that began in childhood remain active and important throughout our lives and are probably cyclically triggered by parenting or other major life changes. This concept presents a lifelong development process in which people respond to an internal developmental clock or organizational pattern that prescribes the tasks and skills that need to be learned. The overarching task in each of the eight stages is to find or create an appropriate answer to each of four questions: Who am I? Who are you? Who am I in relation to others? How do I get what I need? (Clarke & Dawson, 1998). Over the course of adulthood, people return to issues of the earlier stages with new opportunities to grow and complete the developmental tasks and issues each stage represents—this is thought of as spirals within spirals of development.

As individuals develop, they develop skills to carry out the developmental tasks associated with each stage. The skills they develop are carried onto the next stage. Human development is cyclical and has its own qualities, and each beginning of the cycle is an important turning point in a person's life.

Development of skills can be arrested for a person who encounters a traumatic event(s) in a given stage. As a result, the person may not be able to continue to the next stage, or they may achieve enough of the developmental task to engage in the next stage. Later in life, when the cycle returns to a partially unmet stage, the individual has another opportunity to complete the stage.

Stage 1 Being: Individuals need and seek recognition for who they are versus what they do. Existence should be recognized, not acts or accomplishments. People in this stage may want to stop thinking or doing things for a while and let others take over.

Stage 2 Doing: This stage is described as intense curiosity and a need for action. Individuals seek stimulation to *do* rather than to think and want to follow their own urges without constraint.

Stage 3 Thinking: Individuals seek to establish a new sense of independence, separation, and individuality, and are concerned about what control they have over themselves, a situation, or a relationship. Individuals test reality and push against others while developing new levels of thinking.

Stage 4 Identity: Individuals experiment with social relationships and can be preoccupied with power. Individuals become fascinated with their ability to affect other people and test the consequences of their own behavior and exert power to see what happens.

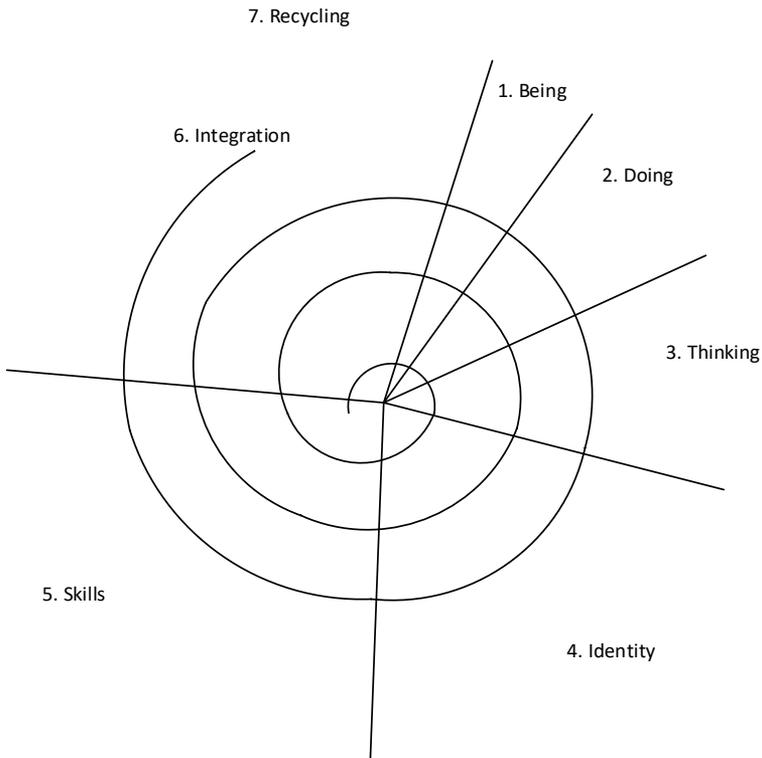
Stage 5 Skills: Individuals experiment with different ways of doing things and making mistakes. Individuals try on new social roles and let go of old ones. They seek contact

from outside their usual social circle to find out how others do things. This stage enables individuals to find what works for them.

Stage 6 Integration: In this stage individuals break out from their mentor relationships and develop their own philosophy. This philosophy becomes the position from which they relate to others.

Stage 7 Recycling: This stage can be classified by uncertainty. Individuals need to go slowly and need a sense of community or companions who they can emotionally bond for support in a new cycle of growth.

The Cycle of Development



Humans develop in stages and people cycle through the stages numerous times throughout their lives. Within each stage inner resources and skills are (hopefully) developed to carry out the developmental tasks associated with the particular stage. These skills are then carried onto the next stage.
Adapted from Levin-Landheer, 1982.

The Window of Tolerance

Dan Siegel, a Clinical Professor of Psychiatry, uses the Window of Tolerance to describe the state of 'arousal' or stimulation in which we are able to function and thrive in everyday life. When we exist within this window, we are able to learn effectively, play, and relate well to ourselves and others. This is not a new concept, and some practitioners use other ways to illustrate this area of positive regulation.

People who are dysregulated emotionally are out of their window of tolerance (see the diagram). People become dysregulated because they are too tired, too hungry, too stressed or activated in some matter. If people become dysregulated, they can go into what people call fight, flight, freeze, fawn, and other behaviors. They can act out behaviors that are disruptive. Some people when triggered go into hyperarousal—more like flight, fight, or fawn as noted at the top of the figure and this can look like anxiety, difficulties concentrating, irritability, angry, anger outbursts, panic, self-destructive behavior, easily scared or startled, or overwhelmed.

Some people who become dysregulated go into hypoarousal—more like the freeze response and basically, they are emotionally flat. They lack energy and lack responses and can look like: lazy, spacy, zoned out, withdrawn, slow learning, depressed, or unmotivated. So dysregulation can impact people to be hyperarousal or hypoarousal. While there's not an absolute gender line, often boys and men act outward (hyperarousal) and girls and women tend to act inward (hypoarousal).

The window of tolerance is a useful metaphor to use because members tend to understand it. Sometimes in times of stress and crisis or at the height of emotions members find it difficult to express what's happening verbally. They often can say they're getting out of their window of tolerance or becoming dysregulated. Having a visual concept about regulation within the window of tolerance can even be enough for them to engage in behaviors with the support of a caring adult that helps them regain their grounding.

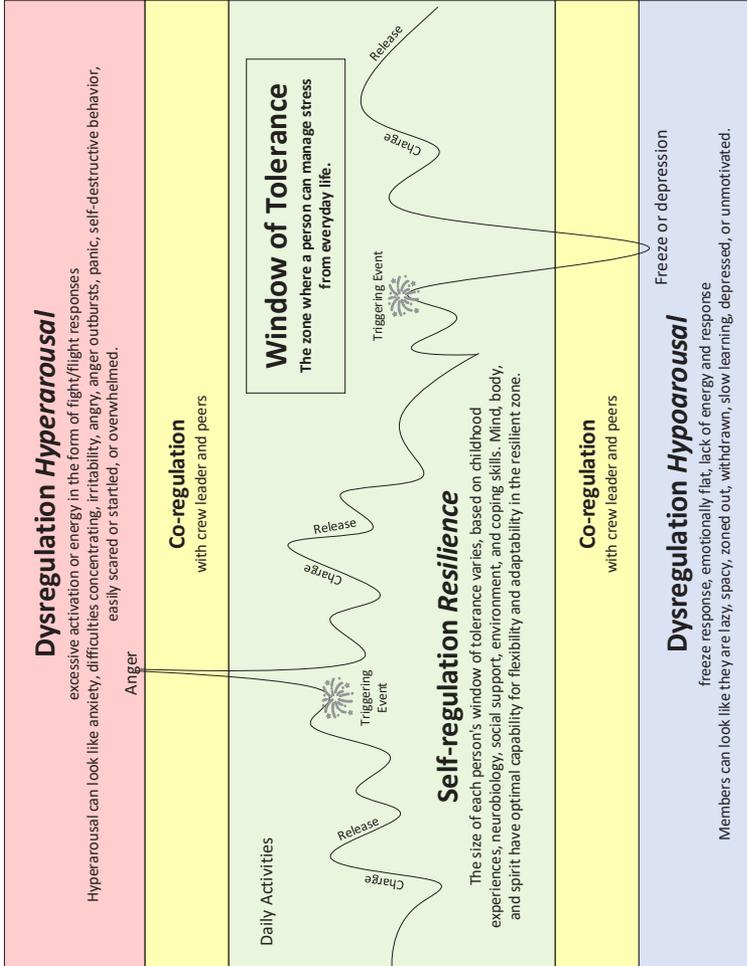
When a person is operating within their zone or their window, they can effectively manage and cope with their emotions. Members are best able to cope with stressors and triggers when they can manage the resulting emotions—which means staying in their window of tolerance.

Members who have experienced trauma can be primed to detect threats and enter their preferred state of defense. That means they generally have a narrow window of tolerance. The stress of a traumatic memory or trauma trigger may cause them to be pushed out of their window of tolerance. Even seemingly minor stressors can cause a member to dissociate, get angry, or feel anxious—leading to states of hyperarousal or hypoarousal.

Sometimes members experiencing hypoarousal can go unnoticed because they aren't acting out, but they are definitely missing out on being fully present in program experiences and activities. Eventually, they too can leave programs and have less than positive outcomes.

Everyone has different windows. This is because different people react to childhood experiences differently—our neurobiology, our social support, our environment, and the coping skills we've learned all help determine the size of one's window. The size of

one's windows can change from day to day. The wider one can make their window, the less likely they are to experience anger, frustration, or feel flat, low, and lacking energy.



Anger

Anger is an emotion characterized by antagonism toward someone or something the person feels has deliberately done them wrong. Anger is normal and can be helpful to the person who is angry by serving as an internal “thermometer.” Anger can be a way to express negative feelings or motivate someone to find solutions to a problem. For example, assertive anger can be helpful to someone whose boundaries are crossed or in a situation in which someone is being treated poorly.

Problems can arise when a person inappropriately expresses anger. Passive-aggression is when anger is expressed indirectly, rather than openly or assertively, and can be damaging to relationships. This style of anger is used when people do not want to admit they are angry in an attempt to avoid confrontation. Open aggression, on the other hand, is when anger is expressed openly and often on an impulse. Open aggression may be verbal and/or physical and can lead to self-harm and harm to others.

Guilt & Shame

Shame is an unwarranted feeling about who a person is to themselves— but they have done nothing wrong. For some people, shame is a debilitating feeling that can take over the mind and body. It can make a person feel small and incomplete while they build walls around themselves to keep out compassion. Despite wanting to be seen and known, shame causes people to hide behind masks instead. Shame feelings are conducive to spirals—cycles of self-fueling negative energy that can perpetuate, ad infinitum.

The purpose of shame seems to be to protect an idealized version of oneself. For example, a person may feel shame because they believe their family is poor, or have a medical issue, or are a survivor of abuse. Common triggers for shame include unrequited love, exclusion, unwanted exposure, and disappointed expectations. Common symptoms of shame include wanting to disappear—pull out of connection with other people (bury one’s head and disappear); anger; self-blame; and addiction. In fact, shame is correlated with addiction, depression, suicide, violence, and more, while guilt (discussed later) is inversely correlated with all those things. Many people with post-traumatic stress (PTS) struggle with shame. Certain types of traumas have been associated with greater feelings of shame, including sexual violence, childhood abuse or neglect, and intimate partner violence.

There are many ways that people are susceptible to shame and shame is encouraged. People who have not been given the tools to successfully achieve developmental tasks in a developmental stage can be more susceptible to shame. People who are taught that autonomy and self-reliance are important goals to strive for are also susceptible to shame. A fear often behind shame is the belief that sharing one’s story and being who one is will make people think less of them. It fights against the human need for acceptance. The less a person talks about it with someone safe, the more control shame has over their life and psychological well-being.

To fester, shame needs secrecy, silence, and judgment. Therefore, to counteract and get out of a negative shame spiral, a person should talk to themselves like they talk to someone they love; reach out to someone they trust; and tell their story. Additionally, they should use affirmations to practice self-compassion, come back to the body, and try moving a little.

To recover from shame a first step is to not ignore it and talk about it to someone trusted. Shame can disappear when a person tells vulnerable stories in safe environments. For some people it can help to write about (or even think openly about) one's shame. Writing can help a person create healthy distance from their negative thought pattern. Putting one's experience down in words usually helps a person stay more present with the reality of whatever their situation is.

While shame is a focus on self, guilt is a focus on behavior (“I am bad” versus “I did something bad”). Like some forms of shame, guilt occurs when someone transgresses moral, ethical, or religious norms and criticizes themselves for it. Guilt is a feeling when someone has done something wrong, such as hurt someone or commit a crime. Healthy guilt keeps individuals close to their moral compass and helps to regulate pro-social behavior. Healthy guilt can be a sign that the conscience is working properly. Relieving guilt often involves making amends to resolve feelings of guilt.

Crew Leaders & Diversity

Diversity is an important feature of a healthy group. It allows people to recognize and learn from differences and avoid getting stuck in stereotyped roles. This helps crew members overcome fears of each other and opens doors for healthy relationships. Each crew member brings their own history of exposure to differences including both fears and appreciation of differences. Depending on how differences are perceived, they can either add to the group bonding, have no effect, or keep crew members apart.

Crew leaders who work hard to reinforce the positive aspect of diversity can act as a positive direct contradiction to a society, which teaches us to minimize differences. While there are crew members who expressly say they seek to get to know crew members who are different from them, many crew members are afraid to initiate conversations with some who appear different from them. Consequently, establishing a group norm of sharing and celebrating differences can be challenging.

Realizing and acknowledging differences is important because a crew member who feels uncomfortable or embarrassed about sharing what they consider an important part of themselves, may tend to withdraw and isolate themselves, especially if they perceive that they will be labeled as “different” from the other members. Many members have learned to minimize the ways in which they differ from other people. Crew members with negative attitudes about diversity contribute to other crew members being fearful of not being accepted if more is known about the part of them they believe to be different. This suppressed expression can add to low self-esteem and self-denial, making it hard for individuals to trust enough to establish healthy relationships.

Of course, wanting to share an aspect of oneself, but feeling too embarrassed or having a fear of being ostracized if “the group knew” is different from a healthy attitude in which a member may choose not to share all of themselves while establishing relationships.

Many crew members come on SCA programs assuming that “since we are all here, we are the same and here for the same reasons.” It is the leaders job to comfortably bring out the diversity.

Crew members can be different or alike in many ways; any and all of these aspects bring members together or keep them apart. Ways in which crew members differ

include cultural backgrounds, learning styles, communication styles, class, race, political persuasions, affectional or sexual preferences, skills, physical conditions, ages, experiences, educational backgrounds, diet preferences, stress tolerances, and spiritual beliefs. The leader(s) encourages an atmosphere that feels safe to talk about differences and differentness. For example, a leader does not assume that everyone is the same and thinks the same. Spending time with each participant and being obviously supportive helps make it safe for two crew members to approach each other. Being comfortable with one's own differences is important. Humor and frankness help. As a crew leader, accepting one's own differences and oneself is crucial in helping crew members embrace their own differences and themselves.

Race

Racism describes the systematic oppression of People of Color. It occurs at the individual, internalized, interpersonal, institutional, and cultural levels and may be overt or covert, intentional or unintentional.

While race is a false construct that conflates skin color and ancestry with behavior, intelligence, and culture, it has real consequences for all people and cannot be ignored. In the Appendix many definitions related to race can be found.

Gender

Gender is socially constructed, and is related to the roles, behaviors, activities, and attributes that mainstream society considers "appropriate." Western societies have mostly focused on a binary and the divided roles for men and women.

Gender identity is how a person self-identifies their gender including being agender. There are countless ways in which people may identify or gender themselves including agender, gender fluid, gender queer, man, nonbinary, trans, two spirit, woman. Gender can be a large and significant part of a person's identity.

A person's gender identity or gender presentation does not always "match" their biological sex at birth. Gender identity is the way a person feels about their gender; gender presentation is the way a person presents their gender to the world and has a large impact on how people see them. Gender may be presented through choices in clothing, grooming, and pronoun usage, amongst other things. Within Western cultures, the most common understanding of gender is within a binary paradigm, where two genders exist: women and men. Alternatively, gender can be seen to be a spectrum, with people falling in various places between men and women, or gender can be seen as a spectrum along multiple axes, not just between women and men. People also choose to identify as agender, meaning they choose to not identify with gender. Gender is significant because, like ethnicity, it can help people to understand each other, and it can help individuals create a working understanding of themselves in relation to society. Since gender is so powerful in an individual's identity and their ability to relate authentically with other people, it seems problematic that the dominant paradigm only offers two options. It would not be possible for the options of a man or a woman to capture all the actual gender identities that exist, including agender. In the Appendix many definitions related to gender can be found.

While there are generalities for how women might react to things versus men, there are many people who identify as men or many people who identify as women who react

contrary. Since gender encompasses so many different forms when generalities are used in a situation it is easy to either pick apart the example or dismiss them because it seems they are presented in the binary of women identified and men identified. It is useful to look at these as different reactions. People who are trans women or trans men or people who identify as nonbinary, or agender may or may not have been socialized in either of the binary. Here is an example and explanation of how and why reactions to stress, threats, and some activities can be different for women and men.

The autonomic nervous system has two major divisions: the sympathetic nervous system (adrenaline—faster heart rate—and the fight and flight response) and the parasympathetic nervous system (acetylcholine—slower heart rate—and a mental slowing down or freezing response). The parasympathetic nervous system helps in digestion amongst other functions.

Sax (2006) reported that adrenaline- and norepinephrine-driven reactions, with sharpened senses and a sense of excitement, are more common in men than women. Women's autonomic nervous system is influenced more by the parasympathetic nervous system and the neurotransmitter acetylcholine, often resulting in women reporting unpleasant or even nauseated feelings when they are scared during an outdoor activity and feelings of mental slowing or "freezing": "I just couldn't think—or even move!" "I felt paralyzed" (p. 192).

Some women have never experienced what is referred to as an adrenaline rush with the common comments afterwards related to thrilling arousal that Sax (2006) reported as some men saying, "I've never felt so alive 'Let's do that again!'" (p. 192). Women, more prone to releasing acetylcholine in stressful situations, causing them to experience an unpleasant, nauseated feeling and a difficulty with verbal expression, are sometimes discouraged from continuing in outdoor endeavors when they start out stressful. No wonder fun is at the top of women's desires for outdoor programs. It seems a loss and a shortcoming to hype adrenaline rushes.

Attention Deficit & Hyperactivity (ADHD)

From a Western medical view, ADHD is a developmental impairment of the brain's self-managing system. Both children and adults can develop ADHD, which commonly manifests with difficulty controlling impulses, focusing, and organization.

Leaders can support members and staff with ADHD by examining and refining structural norms to support focus and organization. For example, clear scaffolding of an activity or lesson is helpful, and frontloading experiences and expectations helps members to know what they should likely anticipate and how to respond or interact. Sometimes, individual or group conversations can be challenging for people with ADHD. Succinct objectives are helpful that keep the conversation moving forward, and sometimes techniques like moving, playing with rocks, or drawing in the dirt can help a person with ADHD focus.

Autism Spectrum

Autism is a developmental ability and is experienced on a spectrum. People on the autism spectrum communicate and interact with others in unique ways, and may have different ways of learning, moving, or showing attention. Some people may have restricted or repetitive behaviors or interests.

Leaders can support members on the spectrum by using clear language and avoiding messages that require the listener to infer the meaning. Leaders should discover strategies to check for understanding that the member uses in their community outside SCA. Although inevitable, change can be difficult for people who live on the spectrum. Leaders can help by frontloading change and potential for change as much as possible and by taking extra time and care to talk through change before it occurs. It also helps to be extra mindful of responding to questions timely when crews are in the sorting stage.

Military Veterans

Military veterans are individuals (first) and adult learners (second). Military service often comes early in adulthood and the structures, systems, and norms of military life can leave lasting impressions on some veterans. Crew leaders should recognize the role these influences can have on members and staff who have served in the military.

Some veterans may experience symptoms associated with post-traumatic stress (PTS) as a result of experiences during their service. Many veterans feel isolation after service and can struggle making new connections. All veterans are individuals with lives and different influences on their lives prior to and after military service. Some veterans choose to disclose pre-existing conditions before a program and some elect not to disclose, in part for fear of not being accepted. Some veterans live with a higher “functioning normal” with pre-existing psychosocial conditions, such as suicide ideation and PTS, than individuals in the civilian population.

All learners benefit from structure and routine; veterans may especially need structure to thrive. Military society is hierarchical, as a result, some veterans benefit from knowing the hierarchy of SCA positions and where to fit in. Veterans can do well when they are assigned a task or a role and have autonomy to achieve the goal of the task or role on their own accord. Additionally, many veterans can especially benefit by knowing what they need to know and why they should know it, and what to anticipate before an activity. In general, surprises should be avoided when possible. This transparency can help veterans feel safe and prepared to contribute to the outcome of the activity.

As a societal group, military veterans align with the full spectrum of political ideologies and values. Leaders should not assume political or social values based on history of military service, alone. Leaders should also keep in mind that not all military veterans served in combat.

Military service is personal and private. People enter military service for a variety of reasons. Many veterans are deeply proud of their service yet may feel conflicted about their experiences while in the military. All veterans should choose to disclose their service and experiences at a time, manner, and with whom they are comfortable. Leaders can support veterans by helping to protect against prying and voyeurism from curious members and partner personnel.

Youth vs Adult Learners

Although individuals have preferred learning styles and abilities, youth and adult learners have different preferences. While balance among these notes is required for all learners, these tips may help design and deliver lessons and experiences suited to the

characteristics of the crew members. Leaders should not overestimate or underestimate the learning skills and abilities of either group.

Youth Learners

Youth learners benefit from structure and routine and learn well when learning objectives are engaging and curiosity- or inquiry-driven. The leaders should build bridges in the learning objectives and skills to the learners' world of interests. Youth learners may readily feed off and respond to the energy and enthusiasm the leader brings to be motivated and stay engaged. Youth learners' personal initiative and energy are moved into action through meaningful involvement with relevant and current content.

Adult Learners

Adult learners can be more independent than youth learners, meaning they can benefit more from freedom and choice when learning (such as selecting a partner). For adult learners to be motivated and stay engaged, they often need to know why they should know something or practice a skill. Adults bring life experience to their learning and can benefit when they can build new knowledge or perspective from what they already know.

The Leader's Toolkit

The leader's toolkit outlines the SCA's accepted techniques a leader can employ to navigate challenges and support crew members' growth and goals. These techniques need to be employed in conjunction with the planning and practices outlined in this chapter and field guide. Central to each of these techniques is the leader's rapport with a crew member(s).

These techniques are not intended to use sequentially or in a specific order. Rather, leaders use judgment to employ these techniques in orders and combinations appropriate to a situation. The techniques outlined in this section should be rehearsed and practiced in advance to make their use reflexive and ready.

De-escalation Techniques

De-escalation refers to the act of reducing the intensity of a situation, conflict, or state of being.

Mirror & Match

Mirroring, or copying, a member's non-verbal communication (e.g., body position, gestures, and energy), and/or matching their speech (e.g., volume, tone, rhythm) or breathing is a powerful way to reach attunement on a subconscious level. Emotional attunement is the state of recognizing, understanding, and engaging with someone's emotional state, for example, a member subconsciously feels connected to the leader. The leader can create attunement when they allow themselves to feel what the member is feeling by entering their inner world.

Creating attunement with a member in a hyperaroused, dysregulated state can help the leader to reach them, and follow the leader back into a regulated state. For example, a leader could reach a member in a fit of rage by approaching them from the side and yelling "whoa whoa whoa!" then bring their voice and body language down and ask, "what's going on?"

Similarly, a leader could use mirroring to reach a member in a hyperaroused, dysregulated state. For example, a leader may sit next to a member and ask open-ended questions to try and get them to "open up." By drawing circles in the dirt while talking, the member may mirror the leader's drawings, which could be an indication the member wants to participate in the conversation.

Grounding Techniques

If a member is dysregulated, they may need help "grounding," or reconnecting with their bodies. Grounding helps members better be in the here and now, they return to their window of tolerance. Breathing, sitting down, and orienting are three common grounding techniques.

Breathing

Drawing attention to and focusing on physiological processes can help someone regulate. There are many breathing exercises to help do this. For more information on the "box breathing" technique, see the Psychosocial Incident Management section in the Incident Management chapter.

Deep, slow breaths signal to the brain that “all is well.” Short, quick, and shallow breaths signal acceleration and the fight or flight response.

Sitting Down

Sitting down can help a dysregulated person to become grounded. Sitting on the ground adds more bodily connection points to the earth and gives more opportunity to feel the physical earth around them. Sitting can limit people’s motion which helps to reduce heart rate and regulate breathing.

A person who does not want to sit down can start by leaning against a wall or a tree. Leaning can be a good stepping strategy before they’re ready to sit, or they may choose to continue standing to become regulated again.

Orienting

Orienting a dysregulated member to physical space is a soothing strategy to help them reconnect to the here-and-now and reality. Orienting techniques include feeling the grass or sand, looking, or pointing at basic directions, people, or items (e.g., look at me). The 5-4-3-2-1 exercise can help people reorient by naming 5 things they can see, 4 things they can feel, 3 things they can hear, 2 things they can smell, and 1 thing they can taste.

Resourcing Techniques

A leader can use resourcing to help members feel better. A resource is a positive characteristic that helps bring someone comfort, happiness, or inner strength. Examples include a good memory, a person, a place, a pet or animal, a spiritual belief, something they like about themselves, or anything that makes someone feel “more like yourself,” or “how you’d like to feel.”

Positive Attribute

A leader can prompt a member to think about and identify something that brings them joy or comfort, whether it be something an aspect of the program or from life at home. The leader can show curiosity by asking the member to describe their resource. As the member describes the resource and the way it makes them feel, the leader can make note and draw attention to physical signs of comfort, such as smiling, change in tone of voice, or relaxed body language.

Inner Resourcing

- a) Inner resourcing prompts the member to draw from their inner strength and previous experiences. Examples of self-resourcing techniques include:
 - b) Giving the self a hug by placing both hands over the heart.
 - c) Positive self-talk and affirmations.

Drawing on helpful coping strategies and self-care techniques that worked in similar situations in the past. These strategies can be inner resources (e.g., patience, flexibility, forgiveness, humor, tenacity, etc.) or body resources (e.g., physical activity, stretching, eating/hydrating, resting, etc.)

Social Connection

Social connection is integral to health and wellbeing. In some circumstances, the leader can draw on connection to others and sense of community as a resource for a dysregulated member. Crew leaders can coach members and provide space within the

group or program context to build social connections among crew members. Examples include:

- a) Connect with others outside the SCA, such as family and friends.
- b) Facilitate group games or activities to socially connect with peers (e.g., game night, a recreational hike, etc.).
- c) Introduce lessons and group or individual development initiatives designed to develop and practice social skills.
- d) Identify or create opportunities for contribution and service to others, such as responsibilities, chores, and tasks that contribute to the “greater good.”
- e) Use buffers like scaffolded activities that start with partner and small group activities, and lead to larger group activities when members are ready.
- f) Examine the intensity, frequency, and duration of social interaction and adjust to meet the comfort level of a crew member(s).

The Core Curriculum chapter outlines activities to help build and resource social connection among crew members.

Leaders should create an atmosphere of choice, including joining a small or large group when they feel ready, choosing how to participate or be part of a group (e.g., center of attention or an audience member, selecting a partner or group, etc.). Leaders should always listen for members’ needs, such as a member who is over-socially stimulated and prefers to recharge and draw resources from themselves.

Distracting vs Redirecting

Leaders can use distraction to shift an individual or group of people’s attention elsewhere. Distractions can help in de-escalation. When used appropriately, distractions can shift focus away from upset feelings, introduction of undesired norms or other undesirable situations. While distractions can be useful and productive, leaders should be cautious not to shut down communication or send messages that they “do not care.” Distractions can sometimes lead members to feel unheard or disrespected.

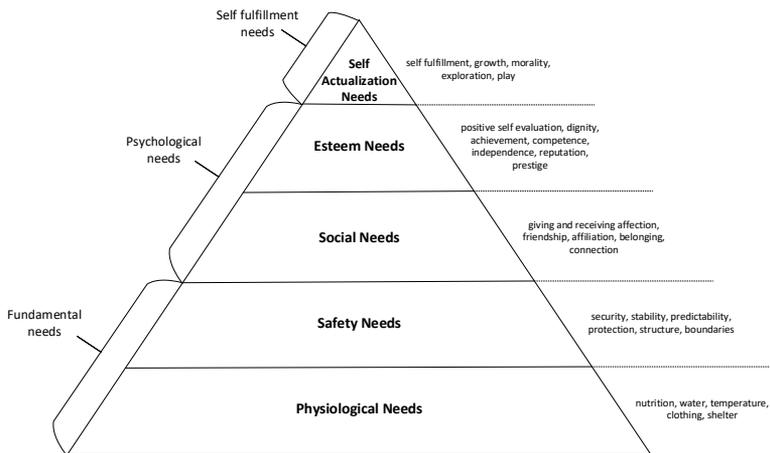
For example, redirection can be a useful technique for a dysregulated and angry member to focus their energy on a productive or safer outlet. Instead of telling the member “don’t throw rocks,” a leader might ask the member to “help chop firewood.” A leader may also use the redirect technique to ensure a conversation stays within the desired attitudinal norms. For example, in a conversation where two members are “one-upping” each other and telling “war stories” about parties back home, the leader might add “let’s not tell war stories. Instead, I’m curious to know what you like about your friends?”

Identify & Meet Basic Needs

Members' observed behavior is communication. People use coping mechanisms and skills they have readily available to communicate an unmet need, oftentimes on a subconscious level. The leader's role is to help members identify and communicate their needs in healthy ways, and to provide for those needs in accordance with the SCA's ethic of care. Meeting these goals requires some level of change that ultimately helps to create resolution to members' internal tension.

Behavior is communication.

Maslow's hierarchy of needs offers a framework for a person's needs. The hierarchy consists of five levels, each representing a different type of need. Individuals must satisfy lower-level needs before higher-level needs. For example, a member who is cold and hungry may need to get warm and eat before they can hold clear boundaries with their peers or connect with other members of the group.



Coaching

Coaching is a process and serves as a way crew leaders can enhance a member's motivation, strengths, and resources for resolution. Personal growth should be in support of a member's individual goals and desires and may align with the goals of the program. Members already have much of what is needed for growth within them. The leader, or coach's, job is to call it forth. The crew leader's role in coaching on an SCA program is described by the ethos:

**“You have what you need, and
together we will find it.”**

- William R. Miller & Stephen Rollnick

These elements must be present for coaching to be effective:

Engagement is built from rapport. A helpful connection and working relationship is established between the crew leader (coach) and crew member.

Focusing is about identifying an agenda. The agenda should be an agreement on what both the leader and member want to talk about. Leaders should avoid entering a conversation with their own agenda.

Evoking occurs when the member elicits their own motivations for positive change. Evoking contrasts with “expert” approaches where the leader determines what the member is doing wrong and educates them on how to fix it. Leaders should avoid probing for deficits, blaming, or pressuring the member.

Planning happens when the member's motivation for resolution turns to readiness. The leader may serve as an advisor in the planning stage to ensure both commitment to change and a specific plan of action is developed. Leaders should avoid the temptation to “fix” a member or their issues. More information on planning is discussed further in this chapter.

**The goal of the leader is *progress*,
not perfection.**

Leaders should strive for signs of progress because of their coaching and programming, not “perfection.” Leaders should be cognizant of their members' personal journeys, and that these journeys extend beyond the bounds of their SCA experiences. Members who are hesitant to change have both reasons within them—an argument for change and an argument supporting the status quo. Members' own reasons for resolution and growth are most likely more persuasive than anything a leader may provide. The leader's role is to elicit and support these reasons and desires for change that are already present.

Open-Ended Questions

When leaders ask open-ended questions, they invite the crew member(s) to think, reflect, and elaborate. In contrast, closed questions ask for specific information and can usually be answered with a simple “yes” or “no.”

Open questions help the leader understand the member's internal frame of reference. Leaders can use a member's inner reference to help strengthen bonding and

collaboration, and to find a clear direction. A leader uses open questions to show general curiosity and send messages of caring by eliciting internal thinking, doing, and feeling from crew member(s). Examples of open questions are:

“How have you been feeling when you are [at work, during downtime, etc.].?”

“What strategies could you implement that might make a difference for you?”

“How might you approach the next time you are

[partnered with a person, leading the group, feeling low, etc.].?”

Affirmation & Validation

Often used interchangeably, affirmation is the act of asserting something is true, and validation is confirming something.

Leaders recognize and comment on member(s) particular strengths, abilities, and efforts. Sending messages of affirmation helps the leader to be on the lookout for the member(s) strengths and good intentions and shows members that their leader(s) care and are empathetic. Affirming messages relevant to each stage of group development are in the Group Formation section of this chapter.

Leaders should validate the being, thinking, doing, and feeling a member elicits, and avoid validating a negative or harmful behavior. For example, an angry member may throw a helmet in another person’s direction. The leader should validate the feeling of frustration, but not the behavior of throwing the helmet. For example, the leader could say “that seems very frustrating.”

Validate the feeling, not the behavior.

Reflective Listening

Leaders should strive to listen 80% of the time and speak 20% of the time, also known as the 80/20 rule. Much of the time dedicated to speaking is used to reflect back what the leader just heard. Reflective statements serve several functions, such as to ensure the speaker was accurately heard, to allow the speaker to hear the thoughts and feelings they are expressing, perhaps in different words, and to consider them, and to deepen the connection between the leader and member. Good reflective listening can keep a member engaged and talking. Leaders can also choose which aspects of the message they want to reflect in a way that guides the member down a specific path, such as redirecting back to the agreed upon goals of the conversation.

Leaders also show active listening through purposeful body language. Non-verbal cues, such as appropriate eye contact, sitting or standing at a 45-degree angle to a member (versus “squaring up” by standing directly across), arms to the side (versus crossed), and nodding the head when listening all indicate warm and attentive listening.

When appropriate in the conversation a leader may offer a summary, essentially offering a collection of reflections. Summaries are used to gather or capture everything that has been said and may suggest links to what has been discussed before or to transition. Leaders can also use summaries to provide opportunities for the member to fill in gaps by asking “what else?”

Examples of beginnings to reflective statements include:

“What I hear you saying is...”

“It sounds like you...”

“You’re wondering if...”

“For you, it’s like...”

“I get a sense that...”

“Help me understand. On the one hand you...and on the other hand...”

Planning

Planning addresses how the member(s) will proceed and how their resolutions will fit into their lives on the program and, if applicable, at home. The role of the leader is to evoke the planning process and offer guidance as needed to help develop a plan that makes sense to the member(s).

At times a leader may find it helpful to inform and advise a member. Leaders should remember to offer information and advice with permission. For example, a leader may ask “may I offer a suggestion?” If the leader has consent to continue, the leader should offer the advice, then follow up by asking “what do you think about that?” or “how does that sit with you?” This strategy is known as Ask, Offer, Ask.

A central tenet to planning is the concept of choice. Members need choice in designing a plan, a leader can help create a container for choice that suits the scope of the program and context of environmental, social, and other factors. Leaders should be cautious not to introduce too many choices as to become overwhelming, nor to underwhelm by offering irrelevant or options that are meaningless to the member(s).

SMART goals are a good framework for planning, see Core Curriculum chapter for reference. Plans should also follow the guidelines for crew, verbal, and written contracts outlined in this chapter.

Offering Choice

It is the crew leader's responsibility to maintain an atmosphere of choice. In order for a member to internalize an experience as their own, they have to choose it and acknowledge to themselves that they chose it (Mitten, 1985).

At the heart of engagement is choice and control.

- Winemen, 2002

Crew members' choices need to be informed choices, rather than "I'll do it because you say I should." A member might say, "I want to do this but I'm not sure I have the skill." Crew leaders can certainly give an opinion, but then they should let the participant think over the options and make their own choice.

Authentic choice is central to a member owning an experience of personal empowerment. Their choice may be tentative and that is okay. Crew leaders need to avoid any form of coercion. Often members may not know how to make authentic choices and may need more education about choice. Leaders should teach about choice to help members increase healthy personal empowerment as a result of their SCA experiences.

Crew leaders may be familiar with several ways of offering members choices, including:

- a) *participation by choice* where the leader invites participation.
- b) *conscious choice* where the leader helps members access their deepest layer of self-awareness that they are capable of to select what is morally and ethically right based on their conscience, and then support the choices they make.
- c) *challenge by choice* where members are encouraged to challenge themselves to a level they want.

Each of these approaches could offer authentic choice IF members know how to make authentic choices and IF crew leaders are free of bias in their expectations.

Participation by Choice

Participation by choice is where the leader invites the member to participate in a given activity or role, versus mandating participation. Invitations to participate are shown to elicit lower levels of anxiety, a higher degree of perceived choice, and similar degrees of meaningful involvement when compared with the challenge-by-choice approach. Crew leaders should employ genuine invitation. Coercion should always be avoided.

Challenge by Choice

Challenge by choice is where members are encouraged to select the level of challenge or difficulty they want. If employing the challenge-by-choice approach, crew leaders should be aware of three concerns:

- a) the underlying values of the leader and/or program often create a culture that rewards only certain choices,—those at a high level,
- b) leaders and programs often see their role as moving individuals toward a desired outcome, which compromises choice, and
- c) many, if not most, participants lack the support and education from their leaders about how to make healthy choices.

When employing challenge by choice, the line between pushing and encouraging becomes thin. Crew leaders should not foster an attitude of “pushing through” one’s feelings to complete a challenge to get to a “better” place. Establishing this attitudinal norm takes away a member’s authentic choice. A “pushing through” attitude reinforces members not listening to their bodies and minds. SCA want members to leave programs having increased their judgment and that involves listening to oneself.

Encouraging choice and personal decision-making leads to empowerment and allows an individual to better take responsibility for their actions. By respecting individual differences, leaders allow and encourage members to take responsibility for their own health, safety, and well-being. A “go-for-it” attitude is compatible with crew members having a choice because members need to feel that their leader(s) and the other group members are supportive of their trying and want them to succeed.

Gender Roles & Choice

According to the research literature, women tend to comply with outside expectations and set their own needs aside to take care of others or maintain relationships. In co-ed groups some women may make choices to engage in less challenging ways, because social or personal pressures not to be a “strong woman,” or be “better than others” at an activity, can still cause social difficulties. For boys and men, doing the “scary” or “hard” thing is valued and raises social status; this is not often true for women. Therefore, crew leaders need to educate themselves about choice and teaching choice in order to help all crew members make authentic choices, regardless of society’s expectations.

Contracting

Contracts are used in conjunction with coaching practices. Specifically, various forms of contracts can bring formal accountability to the planning stage of coaching. Contracting tools at SCA stem from a combination of traditional HR tools, like Performance Improvement Plans, and educational tools, like Individual Development Plans. When thoughtfully framed, contracting tools should relate to tools and approaches aligned with the goals and methods of workforce development programs.

Contracting is concocted in a progressive stage:

Review & 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 agreement, intended to outline negotiable rules and attitudinal norms. Refer to the Crew Commitment activity in the Activities to Support Core Components chapter.

Verbal Contract

In the event a member habitually breaks rules, the leader should employ a verbal contract. The purpose of a verbal agreement is to formally identify adverse behaviors and outline strategies for corrective action and prevention. These types of agreements are not warnings. Verbal agreements can be completed between two individuals, between a leader and a member, or between a member and the crew. Verbal agreements are most effective when both parties have input into the agreement and the corrective or preventive strategies that are outlined. *The position supervisor should be notified after each verbal contract is completed during routine check-ins.*

Checklist for Verbal Contract:

- Should aim to be restorative and growth-oriented, not authoritarian. Avoid punishing behaviors.
- Should include naming the adverse behavior (versus labeling the member) and specific strategies to prevent or correct the adverse behavior.
- Establish a routine of checking in, support, compassion, and accountability after a verbal contract is made.

Written Contract

A written 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 agreement including the behavior addressed, strategies to address the behavior, and consequences if the agreement is broken. SMART goals (see Activities to Support Core Components chapter) should be used as a template for writing a behavior agreement. Each party should also sign to acknowledge they understand and agree to the agreement. If a minor, under 18 years old, is involved in a written agreement the parent or guardian should be notified. *The position supervisor should be notified before a written agreement is completed. Only position supervisors should contact parents/guardians of minors. Position supervisors should receive a copy of any written behavior agreement.*

Checklist for Written Contract:

- Name the behavior it seeks to address and avoid labeling the member.
- Create the contract at an appropriate time, when each party involved is emotionally ready. If in response to an incident, the contract should be created in a timely manner to connect the contract to the situation.
- Include logical consequences if the contract is broken.
- Dated and signed by the parties involved.
- Revisited often and revised to stay current and relevant.

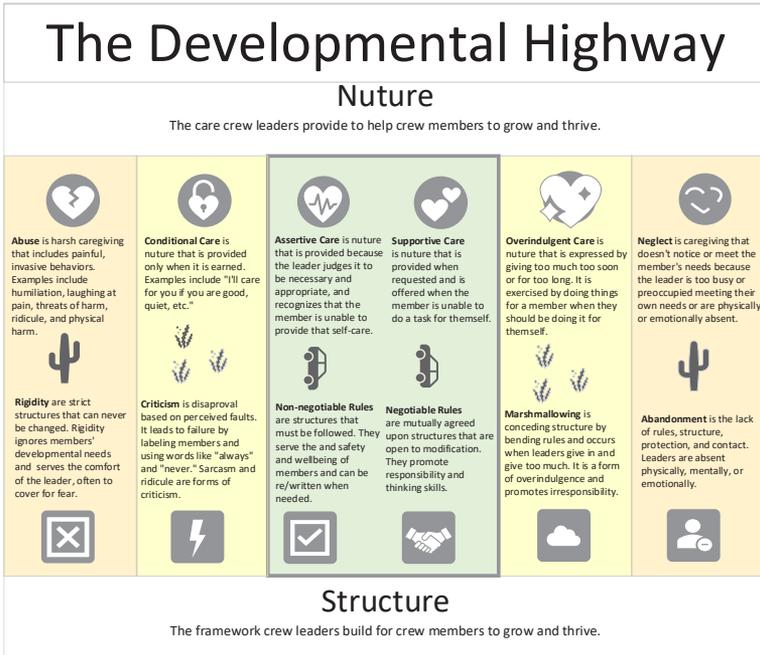
Broken Contracts

Position supervisors should be consulted as soon as reasonably possible if a written agreement is broken. Leaders and staff should ensure that members involved in the contract know and agree the contract is broken and should be offered a reasonable 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.

Appendix

Structure Rules & Nurture Care

The Developmental Highway is a metaphor for crew leaders to remember that they choose the appropriate structure (rules) and nurture (care) to provide for a given situation or circumstance. Leaders should do their best to avoid the yellow lanes, and never veer into the outer orange lanes.



Crew leaders can use the developmental highway to help remember that they choose their nurture and structure lanes, and are in charge of where they drive their leadership car. If a leader finds themselves on the shoulder of the road, they should veer back on the road! Leaders should never be off-road in the cacti. Adapted from Illsley Clarke & Dawson, 1998.

Definitions Related to Specific Groups of People and Ethnicity

The definitions included in this appendix are to enable leaders and staff to understand and use terms that are often associated with race, gender, and some related areas. This list is not meant to be exhaustive. Definitions associated with race, gender, and specific groups of people evolve. Therefore, over time, some of these definitions may change or may be different from a leader's preferred definition. Definitions are courtesy of Yerkes, R., Mitten, D., Warren, K. (2022). Diversity, equity, inclusion, and belonging field guide: stories of lived experiences.

BIPOC (Pronounced “by pock”) is an acronym for Black, Indigenous, and People of Color that is more specific than the term “People of Color.” It is used to emphasize that experiences of discrimination and prejudice vary among People of Color. The term BIPOC enables a shift from terms such as “marginalized” and “minority” which denote inferiority. The term, used since the early 2010s, has gained popularity on social media, especially in the United States. Although the term highlights Black and Indigenous peoples, it is also important whenever possible to identify people through their own racial or ethnic group, as each has its own distinct experience and meaning and may be more appropriate, e.g., one would not use the term ‘BIPOC’ if solely referring to Black people. While BIPOC is thought to be an inclusive term for people not identifying as White many people outside of the United States not identifying as White do not choose to use this term.

Black means to be related to people who have ethnic origins in Africa, or not of White European descent. In the United States, Black is often used interchangeably with African American.

Latina refers to a woman or girl who descended from or is a native or inhabitant of Latin America.

Latinos refer to people who are from or descended from people from Latin America.

Latinx is a gender-neutral term to replace Latino or Latina when referring to a person of Latin-American descent.

Indigenous people, also known as First Peoples, First Nations, Aboriginal peoples, Native peoples, or autochthonous peoples are ethnic groups who are descended from and identify with the original inhabitants of a given region, in contrast to groups that have settled, occupied, or colonized the area more recently.

Native American is a broad term generally used to describe the Indigenous people from the United States. It refers to people of North and South America. Native American is often used interchangeably with American Indian, although many Native Americans find the word “Indian” offensive

Race, Racism, and Other “isms”

Institutional racism, also known as systemic racism, is a form of racism that is embedded in the laws and regulations, customs, traditions, and practices of a society or an organization.

Intersectionality, a term used by feminist legal scholar Kimberlé Crenshaw, to account for the ways in which Black women experience both racism and sexism. It has now

expanded to account for the ways that an individual can experience multiple forms of oppression based on multiple marginalized identities.

Isms is a way of describing any attitude, action, or institutional structure that subordinates (oppresses) a person or group because of their target group's color (racism), ability (ableism), size (sizeism), economic status (classism), gender (sexism), sexual orientation (heterosexism), gender identity (cissexism), older age (ageism), youth (adulthood), religion (e.g., antisemitism), language or immigrant status (nativism), and so forth.

Marginalization means to exclude, ignore, or relegate a group of people to an unimportant or powerless position in organizations, groups, or society.

Marginalized communities or groups are people who face systemic disadvantages, exclusion, and barriers to opportunities, resources, and power based on their identities, including but not limited to poor and low-income communities, Black, Indigenous, and People of Color, immigrants, refugees, people with disabilities, women, anybody who identifies outside or beyond the gender binary or not as cisgender, and anybody who is not heterosexual.

Microaggressions are unconscious and conscious everyday behaviors that can disempower someone based on a marginalized identity (real or perceived). They can feel small or subtle to the person engaging in the microaggression—even when it is pointed out to them, but the impact can be large for the recipient. If experienced chronically, a person can feel, “death by a thousand tiny cuts.”

Minority(ies) is a linguistic, mathematical, and historically irresponsible term used to describe racially, ethnically, or culturally distinct groups. It describes the wrong dynamic (marginalized people or underrepresented people are not lesser than—minor), is demographically inaccurate, and ignores the centrality of so many diverse groups in our history.

Misogyny refers to the hatred of, aversion to, or prejudice against women.

Oppression is the systematic mistreatment of people by more powerful people, resulting in the targeting of certain groups within the society to receive less of its benefits. Oppression involves a subtle devaluing or nonacceptance of certain groups in terms of economic, political, social, and /or psychological aspects with the goal of taking their power away. Oppression includes the belief of superiority or “righteousness” of the group in power.

Privilege could be considered the flip side of oppression. Privilege constitutes advantages people receive, consciously or unconsciously, by virtue of one or more of their identities. These advantages are upheld by systems of power that advantage certain groups over others, and include ideologies such as racism, sexism, cissexism, heterosexism, elitism, classism, ableism, nativism, colonialism, ageism, and sizeism (collectively “the isms”). Privilege is the freedom from stress, anxiety, and fear of harm related to identity.

Race is a false construct that conflates skin color and ancestry with behavior, intelligence, and culture. Though false, it has real consequences for all people and cannot be ignored.

Racism describes the systematic oppression of People of Color. It occurs at the individual, internalized, interpersonal, institutional, and cultural levels and may be overt or covert, intentional or unintentional.

White privilege represents unearned advantages, privileges, or benefits given to people based solely on being White.

White savior complex describes the action in which a White person, or more broadly a White culture, attempts to “rescue” People of Color from a negative situation—often a system created by systemic racism.

White supremacy is institutionally perpetuated, historical, and an ever-evolving system of exploitation and oppression of continents, nations, and Peoples of Color that consolidates and maintains power and resources among White people. This system promotes the ideology of Whiteness as the standard and the belief that White people are superior to other races.

Ethnicity

Latina refers to a woman or girl who descended from or is a native or inhabitant of Latin America.

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Indigenous people, also known as First Peoples, First Nations, Aboriginal peoples, Native peoples, or autochthonous peoples are ethnic groups who are descended from and identify with the original inhabitants of a given region, in contrast to groups that have settled, occupied, or colonized the area more recently.

Native American is a broad term generally used to describe the Indigenous people from the United States. It refers to people of North and South America. Native American is often used interchangeably with American Indian, although many Native Americans find the word “Indian” offensive.

White means of or relating to any of various population groups considered as having light pigmentation of the skin. NOTE: The meaning of White as it relates to population groups has historically been fluid, with people of particular ancestries being excluded for a time before being included, and vice versa. Specific parameters are, however, sometimes set, as in the U.S. 2020 Census, which stipulates that “the category of ‘White’ includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa.” White is preferred over Caucasian, which has racist origins.

Gender & Sexuality

Cisgender is a person whose gender identity is consistent with the sex they were assigned at birth (e.g., a person assigned female at birth identifies as a woman).

Gay is a contested umbrella term used to refer to people who experience a same-sex or same-gender attraction. Many women attracted to women do not use the term gay to describe themselves. Gay is also an identity term used to describe a male-identified person who is attracted to other male-identified people in a romantic, sexual, and/or emotional sense.

Gay-straight has been used as a binary to describe sexuality. It is often used in Gay-Straight Alliance, Gender-Sexuality Alliance, or Queer-Straight Alliance to describe a student-led or community-based organization, found in middle schools, high schools, colleges, and universities. These support organizations are primarily in the United States and Canada.

Gender is a term used to describe socially constructed roles, behaviors, activities, and attributes that society considers “appropriate” for men and women. It is separate from sex, which is the biological classification of male or female based on physiological and biological features.

Gender binary is the false assumption that there are only two genders, women and men.

Gender expression or presentation is the way that someone outwardly displays their gender through clothing, style, demeanor, and behavior.

Gender identity is how a person self identifies their gender including being agender. There are countless ways in which people may identify or gender themselves including agender, gender fluid, gender queer, man, nonbinary, trans, two spirit, woman.

Gender neutral, or gender neutrality, describes policies, language, and other social institutions that avoid distinguishing roles based on sex or gender. A gender neutral word or expression is one that cannot be taken to refer to a particular gender. These might include two-person tent, firefighter, police officer, flight attendant. Being gender neutral helps avoid discrimination.

Gender-neutral pronouns are words that don't specify whether the subject of the sentence is a boy or a girl or a man or a woman. ‘They’, for instance, is a third-person pronoun that is gender neutral. Other gender-neutral pronouns include ‘them’, ‘this person’, ‘everyone’, ‘Ze’, or ‘Hir’. If you're not sure which pronoun to use, you can also use that person's name. APA for scholarly papers encourages gender neutral pronouns—especially if the person's gender or preferred pronouns are unknown. Using gender neutral pronouns can help create inclusive learning, work, and social spaces.

Gendered is used as a modifier in that a gendered profession is mostly done by people of one gender. A gendered behavior is behavior that is strongly associated with a gender.

Genderfluid describes a person who does not defined themselves as having a fixed gender. Their gender identity varies over time. It may be a dynamic mix of traits typically considered masculine and feminine. A person who is genderfluid may feel like a mix of

men, women, and other genders, but may feel more masculine some days, and more feminine other days.

Genderqueer describes a person whose gender identity or gender expression does not align with conventional gender distinctions such as the gender binary.

Gender washed (washing) describes actions that appear to be more woman or girl-friendly or more accepting of unconventional gender identities than they actually are. For example, companies can be merely performative in their embracement of women and girls or unconventional gender identities.

Heterosexism is the belief that heterosexuality is superior or “normal” compared to other forms of sexuality, sexual orientation, or sexual expression.

Lesbian refers to a woman-identified person who is attracted emotionally, physically, or sexually to other woman-identified people.

Lesbian baiting is the sexist and homophobic practice of labeling women (especially feminists and women whose behavior doesn't reinforce traditional gender stereotypes) as lesbian in an effort to slur or diminish them.

LGBT abbreviates lesbian, gay, bisexual, and transgender and is often used to encompass sexual preference and gender identities that do not correspond to heterosexual norms). There are multiple variations of LGBT to increase inclusivity as follows:

LGBTQ – Lesbian, gay, bisexual, transgender, and queer (or questioning).

LGBTQIA – Lesbian, gay, bisexual, transgender, queer (or questioning), intersex, and asexual (or agender, aromantic, allies).

LGBTAA – Lesbian, gay, bisexual, transgender, and asexual/aromantic/agender.

LGBTQQ – Lesbian, gay, bisexual, transgender, intersex, queer, and questioning.

LGBTQQIAA or **LGBTQA2+** – Lesbian, gay, bisexual, transgender, queer (or questioning), agender, intersex, and two-spirited. The “+” signifies other identities known and not known and can be used to keep the abbreviation brief when written out.

Nonbinary is a term used to describe people whose identifies do not exclusively fall into the binary gender classification of a man or a woman. Nonbinary can include people who identify as agender, with a gender that is not exclusively man or woman, or in between genders. It is sometime written as or abbreviated as enby, enbies, NB, or NBi.

Queer is an umbrella term that allows non-heterosexual people to identify their sexual orientation without stating who they are attracted to. The term queer can include gay men, lesbians, bisexuals, and transgendered people, though people in all these groups may contest having the word queer applied to them.

Radical feminists challenge existing social norms and institutions and seek to abolish the patriarchy as one front in a struggle to liberate everyone from an unjust society. This struggle includes opposing the sexual objectification of women. Radical feminism is a perspective within feminism that calls for a reordering of society in which male supremacy is eliminated in all social and economic contexts, while recognizing that women's experiences are also affected by other social divisions such as in race, class, and sexual orientation. Alice Walker, Andrea Dworkin, and bell hooks may be described as radical feminists. Barbara Smith describes herself as a radical Black lesbian feminist—see the Combahee River Collective—as do many other Black radical feminists.

Romantic orientation describes an affinity for someone that evokes the desire to engage in an emotionally intimate relationship often based on the gender relationship between the person and the people they are romantically attracted to.

Sex or biological/natal sex is a term used to classify individuals as male, female, or intersex (often at birth or based on an ultrasound) based on their chromosomal, hormonal, and anatomical characteristics.

Sexual orientation refers to the type of attraction one feels for others, often described based on the gender relationship between the person and people they are sexually attracted to.

Third gender refers to a category of people who do not identify as women or men, but rather as neither, both, or a combination of men and women genders.

Transgender refers to a person whose gender identity and sometimes expression is different from the sex they were assigned at birth. Trans* is an umbrella term (contested by some people) that refers to various ways that people identify differently than their biological sex.

Trans men is an identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth. Sometimes people use the term transguy.

Trans women is an identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth.

Transphobia is a fear, hatred, or discrimination towards people who identify as transgender.

Women are people who self-identify as a woman. It describes a gender. Historically, and in current purported definitions a woman is described as an adult person born female—this definition is limited. Two X chromosomes or female sex organs are about biological sex, not gender.

Women-identifying refers to a person who identifies as a woman. It also can mean a person who identifies as a lesbian (see lesbian). Use women-identifying rather than female to be inclusive. Not everyone born or biologically a female is a woman and not every woman was born female.



Chapter 5

Policies and

Procedures

For teams-based positions

Revised on 1/1/2023

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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 privacy 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. Policies are numbered.

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) are one hour or more.

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

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. Additional information is available in the Employee Handbook.
- 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](#)*).
- 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 breaks and downtime.
- 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 within the team.
- 1.18 External visitors (i.e., partner personnel, friends, family, acquaintances, etc.) will be pre-approved to visit programming sites (i.e., campsites) and shared or provided accommodations (e.g., tents, housing) during off-time, overnight, and downtimes (i.e., sleepovers).
- 1.19 Leaders will not participate in exclusive or romantic relationships with SCA staff or SCA partner contacts.
- 1.20 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

- 1.21 Staff and members will not post material or content contradictory or in conflict with SCA statements, messaging, publications, or website.
- 1.22 Unless authorized to do so, members and staff will avoid the appearance of speaking for SCA or SCA's partners.

Staffing

- 1.23 Leaders will be a minimum age of 21 years or older.
- 1.24 Staff will only lead member populations, conservation service work, and program activities for which they are qualified.
- 1.25 Staff will maintain a current and valid 16-hour first aid (FA) or wilderness first aid (WFA; or equivalent) and CPR certification.
- 1.26 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

1.27 The minimum staff-to-member ratio will not exceed one staff to six members at all times. Exceptions include:

- During an evacuation or other emergencies requiring the group to divide,
 - Pre-determined and pre-approved ratios for individually placed positions, such as the Residential Corps Hudson Valley Program.
 - Crews involving minor-aged members.
- 1.28 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.
- 1.29 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

1.30 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 changing or going to the bathroom,
 - Members require personal wellness break, such as taking a short “time-out.”
- 1.31 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.

1.32

Remote Supervision

1.33 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.

- 1.34 Frequent and regular check-in schedule will be determined prior to entering remote supervision status.
- 1.35 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 in which crew members have to themselves during a program (e.g., periods of rest, personal time, after-hours activity, and evening time).

- 1.36 Appropriate supervision levels and ratios will be maintained during downtime.
- 1.37 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 downtime.

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.

- 1.38 Minor members will be under the supervision of either SCA staff or parents/guardians, or their designee, during designated off-duty times.
- 1.39 Use of program equipment, including vehicles, radios, GPS, etc., will be pre-approved by the Position Supervisor.
- 1.40 Staff will not guide or lead off-duty activities.
- 1.41 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

- 1.42 Staff will monitor members' wellbeing, 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.
- 1.43 Leaders will facilitate frequent and regular group and individual check-ins, including documenting health and wellness logs.
- 1.44 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 may be consulted during medical re-clearance.

- 1.45 Members and leaders will complete and submit a medical form for review prior to each new position.
- 1.46 Members and leaders will be medically cleared for field service prior to each position's commencement.
- 1.47 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.

- 1.48 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

- 1.49 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

- 1.50 Early in a program staff will confirm member medications, including dosage, schedule, quantity, or expiration date.
- 1.51 Discrepancies from medication information disclosed prior to the program and newly discovered but previously undisclosed medications will be immediately reported to the position supervisor.
- 1.52 If prudent to ensure correct management, staff will hold and administer or help administer medications to members 18 years old and over.
- 1.53 Members will carry the lifesaving medications which they are prescribed (e.g., epinephrine, insulin, and asthma inhaler).
- 1.54 Over-the-counter (OTC) medications will be administered according to the label or a physician's directive.

Medications for Minor Members

- 1.55 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., topical skin creams).
- 1.56 Medication and health logs will be documented and maintained daily (*see* Field Log).

Emergency Planning & Preparedness

General Emergency Planning

- 1.57 Prior to the commencement of any SCA position, staff will complete an Emergency Response Plan (ERP) and review with the position supervisor.
- 1.58 In the event of an emergency, a Field Incident Commander (FIC) will be appointed.
- 1.59 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

- 1.60 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)
 - Patient document forms
 - Copies of all member medical forms
 - Subjective, Objective, Assessment, Plan form (SOAP note)
 - The group's field communications device (e.g., cell phone, radio, PLB, satellite phone, etc.)
- 1.61 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/headlamp & spare batteries, or other artificial light source relevant to the environment

First 24 Hours

- 1.62 Within the first 24 hours of programming field staff will teach the following emergency protocols:
- Lost/alone protocols (*see* Incident Management Chapter)
 - 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

See Core Curriculum chapter for a lesson outline

- 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:

See Transportation for policy/procedure related to transporting tools

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.).

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.),
 - Helmets that are worn when indicated,
 - Hearing protection when there is risk of hearing damage (i.e., around tools/equipment at or above 90 decibels. For reference, 90 decibels is roughly equivalent to the sound of a leaf blower, lawn mower, or a concert.)
 - 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 Unattended tools and equipment will be securely stored both in and out of the field to prevent damage, theft, and unauthorized use.
- 2.22 Tools and equipment that are assessed as unsafe working condition will be immediately removed from service, flagged to prevent further use, and 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.
- 2.23 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)

- 2.24 Power tool operators will be pre-approved and trained by qualified SCA staff, agency staff, or a certifying body prior to use.
- 2.25 Minor members will be under the direct supervision of a qualified SCA field staff or partner organization personnel while operating power or mechanized tools.
- 2.26 Minor members will not operate:
 - o Chainsaws
 - o Any power saw, including Sawzall or circular saws,
 - o Agricultural tools/equipment, including hay bailers, corn crackers, or hay rake,
 - o Any pneumatic (air-powered) tools, including nail guns.
- 2.27 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)

- 2.28 Members and staff will be pre-approved to operate any heavy and mechanized equipment.
- 2.29 SCA personnel will be pre-approved to transport any mechanized or heavy equipment.
- 2.30 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.
- 2.31 Minor members will not operate heavy equipment.
- 2.32 Minor members assisting mechanized equipment operations will be under direct (sight and sound) staff or agency partner supervision.
- 2.33 Personnel with relevant First Aid certification will be on site and present during any mechanized equipment operations.
- 2.34 In addition to standard PPE, eye, ear, and hard hat will be worn.

- 2.35 Mechanized and heavy equipment will be transported within vehicle weight restrictions and other vehicle/transportation policy, including driver's license and criteria (see [transportation](#)). Whenever possible, SCA prefers partner organizations to transport mechanized and heavy equipment.

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 awareness 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),

- 2.36 Minor members will be under direct supervision while conducting service work from height activities.
- 2.37 Work from height will not be conducted solo. Observers and spotters will be used as appropriate to the environment and work.
- 2.38 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.
- 2.39 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

- 2.40 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.
- 2.41 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 feet or more above a lower level (e.g., ladder, walkway, platform, scaffolding, roof, ramp, etc.).

Protection From Falling Objects

- 2.42 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.
- 2.43 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

- 2.44 Only qualified and pre-approved staff will conduct training and supervision of fall restraint or arrest systems involving harness, rope, belay, or safety lines.
- 2.45 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.
- 2.46 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.
- 2.47 Appropriate and adequate helmets will be worn.
- 2.48 Anchor points will be selected and constructed by qualified staff, and will:
- be part of fixed structures, or
 - fixed anchor system vetted by Local Operating Procedures (LOPs).
- 2.49 Rope, belay, and/or safety line equipment used for fall restraint or arrest protection will be stored and maintained according to manufacturer's recommendations.

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)

- 2.50 Minors will be in direct supervision when completing historic preservation projects.
- 2.51 Anytime service projects involve hazardous chemical, a relevant Material Safety Data Sheets information will be review throughout project planning and delivery and included in the project's ERP.
- 2.52 Anytime service projects involve hazardous chemical, poison control contact information (1-800-222-1222) will be included in the ERP.

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.

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

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>

- 2.53 SCA personnel will not participate in or conduct asbestos removal or abatement work.
- 2.54 SCA personnel will not participate in or conduct lead removal or abatement work.
- 2.55 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.).
- 2.56 SCA personnel will not work in or near biohazard areas.

Lead Paint

- 2.57 SCA personnel will only participate in lead RRP work under a certified lead RRP firm.
- 2.58 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.
- 2.59 Firm and individual RRP certifications will be onsite while work is conducted.
- 2.60 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.
- 2.61 Blood lead level tests will be available before and after work to SCA personnel participating in lead RRP service work.

Mold

- 2.62 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.
- 2.63 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](#).
- 2.64 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.

- 2.65 Lead testing will occur prior to each painting project (*see [hazardous materials](#)*). Exceptions include buildings or structures constructed after 1978. Documentation of the construction date should be available and kept on file.
- 2.66 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.
- 2.67 Emergency spill kit, including eye wash stations/kits, will be available.
- 2.68 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 permanent or semi-permanently set up in workshop. Workshop tools tend to be more powerful, precise, and heavier.

- 2.69 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.
- 2.70 In addition to general PPE, carpentry and workshop PPE will include as appropriate:
- ear protection to reduce noise levels to 90 decibels or less,
 - eye protection,
 - dust collection system and/or dust mask.

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 – a wildland fire that has not been contained or controlled by initial attack forces and for which more firefighting resources are arriving, en route, 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, and an agency to certify the individual (usually a federal partner).

- 2.71 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.
 - 2.72 SCA personnel will only conduct prescribed burning under the supervision and direction of partner organization staff.
 - 2.73 Minor members will not participate in any prescribed burning activity.
 - 2.74 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:
 - o Basic Firefighter Training (S-130)
 - o Introduction to Wildland Fire Behavior (S-190)
 - o Human Factors in the Wildland Fire Service (L-180)
 - o Introduction to the Incident Command System (I-100)
 - o Annually: Arduous-level pack test
 - o 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.
- 2.75 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

- 2.76 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.
- 2.77 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.
- 2.78 Prior to entering AD status, SCA personnel will register with the partnering agency.
- 2.79 Members will notify their SCA supervisor before beginning and returning from AD status.

Recycling 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)

- 2.80 Members and staff will be instructed on proper procedures for handling sharps, rust, and other hazardous materials prior to handling those materials.
- 2.81 To minimize potential for contact with medical and other hazardous waste, members will not separate trash from recycling.
- 2.82 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.

- 2.83 Minor members will not participate in disaster response activities.
- 2.84 SCA personnel will not participate in law enforcement or firefighting work.
- 2.85 Disaster response service work will be pre-approved in the position 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.).
- 2.86 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)

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

Planting & Gardening

- 2.88 Species selection and procurement will be conducted under the direction of an International Society of Arboriculture certified arborist and/or partner organization (e.g., local tree ordinance, local tree board, etc.).
- 2.89 Appropriate permits will be obtained prior to any hydrant use.

Invasive Species Management

Definitions

Invasive Species – a living organism that is not indigenous or 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.

- 2.90 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.
- 2.91 Members and staff will be instructed and monitored for appropriate and adequate cleaning to prevent the spread of seeds, insects, or spores to new locations (e.g., boots, gear, tires, etc.).
- 2.92 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)

- 2.93 Herbicide use will be pre-determined and provided by the partner.
- 2.94 Minors will not handle herbicides nor participate in herbicide application activities.

- 2.95 Staff will be familiar with applicable information on product labels and MSDS.
- 2.96 MSDS information will be printed and available throughout chemical preparation, application, and clean up.
- 2.97 Spill and decontamination kits will be appropriate to the chemical used and available on site, including spare application parts.

Site Preparation & Management

- 2.98 Current and forecasted weather, including wind direction and speed, will be known and considered before any chemical and herbicide application activity.
- 2.99 Areas under treatment will be posted to prevent accidental exposure, including re-entry times appropriate to the chemical applied.

PPE & Equipment

- 2.100 Prior to use, PPE will be inspected and cleaned, free of cuts and residue, and adequate for the protection intended.
- 2.101 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.)
- 2.102 Respirators will be available and utilized when requested and as recommended by the chemical manufacturer.
- 2.103 Members and staff will have an extra change of clothing on site in the event of a spill.

Herbicide Storage

- 2.104 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

- 2.105 Herbicides will only be prepared and applied by SCA personnel while under the direction and supervision of a licensed applicator while preparing and applying herbicide.
- 2.106 Reference guides will be available (e.g., in work truck, with herbicide supplies).
- 2.107 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.

- 2.108 Secondary containment will be used when mixing or transferring.
- 2.109 Secondary containment will be cleaned according to the label/MSDS.
- 2.110 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

- 2.111 After each use containers will be triple-rinsed.
- 2.112 Rinsate (rinse water used to clean containers) will be appropriately stored, managed, and reused.
- 2.113 Leftover/unused chemicals will be properly disposed of, in accordance with manufacturer's recommendations.
- 2.114 Personnel will have access to shower and laundry.

Transporting Herbicides

- 2.115 Chemicals will not be transported in passenger compartments.
- 2.116 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)

- 2.117 In the absence of partner agency trail construction and maintenance manuals/guides, *Lightly on the Land* and Forest Service guidelines will be used.
- 2.118 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.

- 2.119 Rigging trainers and training curriculum will be pre-approved and meet industry standards.
- 2.120 Rigging training will be renewed every three years.
- 2.121 Rigging systems will be designed and operated by two people, one SCA rigger.
- 2.122 Rigging operations will be directly supervised by an SCA rigger; however, individual tasks may be delegated to others.
- 2.123 Safety critical rigging work (building anchors, system design, final system check, etc.) will be completed by an SCA rigger.
- 2.124 Rigging equipment will have the Working Load Limit (WLL) visible and legible (e.g., permanently stamped, etc.). Exceptions include Amstel Blue Ropes, Wire Ropes, and Porta-Wraps.
- 2.125 Records will be maintained for equipment excluded from WLL label requirements. SCA rigging operations will employ a safety factor of five.
- 2.126 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.

- 2.127 Timber will be approved to harvest prior to the project.
- 2.128 Timber will be secured to prevent movement while shaping.
- 2.129 Members and staff will be instructed on avoiding danger zones, such as stepping between timbers, working downhill of timber, and working underneath timber.
- 2.130 To avoid losing control or personal injury, timbers will be moved via a controlled method, such as a 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)

Definitions

Sawyer – personnel operating a chainsaw.

Swamper – personnel clearing felled trees and debris.

- 2.131 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.
- 2.132 Minor members will not operate chainsaws, brush saws, or power pole pruners.
- 2.133 Sawyers will work with another person acting as a spotter/swamper.
- 2.134 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

Chainsaw – a mechanical, power-driven cutting tool with teeth set on a chain that 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.

Stop-the-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

- 2.135 SCA sawyers will hold and maintain a valid sawyer certification, including interagency S-212, Game of Logging, or Forest Service MTDC “Developing Thinking Sawyers.”
- 2.136 SCA sawyer trainers will be pre-determined and pre-approved prior to providing training.
- 2.137 SCA sawyers and swampers will maintain basic certifications in basic First Aid and CPR.

PPE & Safety Equipment

- 2.138 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
- 2.139 First Aid and Stop-the-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:

- 2.140 SCA sawyers will not operate chainsaws with a bar exceeding 20".
- 2.141 Chainsaws will include the following safety features:
- Chain brake,
 - Chain catch,
 - Throttle safety lock,
 - Spark arrestor.
- 2.142 Chainsaws will not be "drop started," "roll started," or "hot started."
- 2.143 Safety features will be inspected prior to each use, including secure nuts and bolts.
- 2.144 Chainsaws will be regularly cleaned and maintained.

Power Pole Pruner Operations

- 2.145 Pruners will work with another person utilizing a manual pole saw to alleviate pinches.
- 2.146 Pruners will be transported in the bed of a truck or on a roof rack.
- 2.147 Pruners will only be used with a harness.
- 2.148 Pruners will be started on the ground.

Re-clearance for nicked and cut chaps

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

Brush Saw Operations

- 2.150 Brush saw operators will utilize a harness.
- 2.151 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

- 2.152 At least one person using a crosscut saw will have a valid crosscut saw certification.
- 2.153 Field maintenance of crosscut saws will only include basic cleaning and oiling.
- 2.154 Abrasive materials and chemical cleaners will not be used on crosscut saws.

Weed Eater Use

- 2.155 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.
- 2.156 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.

- 2.157 Wildlife management service work will align with agency/organization land and resource management plans (e.g., environmental impact statements).
- 2.158 Project plans will include cultural considerations of the local land and peoples.
- 2.159 Members and staff will be instructed and monitored for appropriate and adequate cleaning to prevent the spread of invasive species.
- 2.160 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:

Review Threatening Environment Incident Management section of Incident Management chapter

- 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 and 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:
- 3.10 SCA Program Participant Agreement, including release of liability and/or assumption of risk, and participation expectations
- 3.11 Emergency contact information
- 3.12 SCA staff will ensure appropriate and adequate PPE is utilized for members, volunteers, and participants.
- 3.13 SCA personnel will avoid situations in which a volunteer or participant is alone with an SCA member or staff.
- 3.14 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.
- 3.15 A safety briefing will be conducted prior to any volunteer, special event, or SCA-taught program, including:

- Appropriate participant 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.

3.16 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

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

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

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

3.20 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)

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

3.22 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 a 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, avoiding unfavorable weather conditions like heavy rains and winds, or known mountain lion or bear country.

- 3.23 Solos planned over six hours will be pre-approved by the Position Supervisor.
- 3.24 Solos will not be longer than a 24-hour period (one day and one night).
- 3.25 Members will be within indirect supervision (within sound) of staff and others during solo activities.
- 3.26 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.
- 3.27 Adequate shelter suitable for the environmental conditions during solo will be provided.
- 3.28 Adequate nutrition, water, and hygiene care will be provided during solo.
- 3.29 Minor members will not have fire-starting materials (i.e., matches, lighters, etc.) or sharps.

- 3.30 Staff will assess solo sites prior to use.
- 3.31 Members will not leave their solo site during solo (except in an emergency), and will not climb, or swim/dip/wade into water.
- 3.32 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,
 - 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, 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 and alone protocol
 - Route, navigation, and/or activity plan, including terrain management
 - Weather, environmental, and objective hazards, and proper procedures 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. 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.

- 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,
 - 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, 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.
 - Group management and communication techniques and procedures, including pacing and breaks, lead/sweep, etc.
 - Lost and alone protocol
 - 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 in 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 whitewater environment that 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 floatline.
- 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 the 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 hands 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 and alone protocol
 - 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, and helmet, will be inspected prior to each use.
- 4.46 Where harnesses 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 the 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 to fall 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 harnesses 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 harnesses 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			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:

- 4.71 A ground hazard assessment will be conducted prior to any bouldering. Adequate landing protection, including the use of pads, 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 harnesses 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., thermals, fleece, shell, hat/gloves, no cotton, 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 and alone protocol
 - Hypothermia and cold injury identification and prevention

Downhill Skiing & Snowboarding

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:

- 4.93 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 and alone protocol
 - 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 operators 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 and alone protocol
 - 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 PFD 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, Paddle 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, throw bag, 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 capsized 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 capsized 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, capsizing 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 kayakers 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 capsizing 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, capsizing 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			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:

- 4.192 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			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:

- 4.205 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 PFDs 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			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)

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 lightning 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.

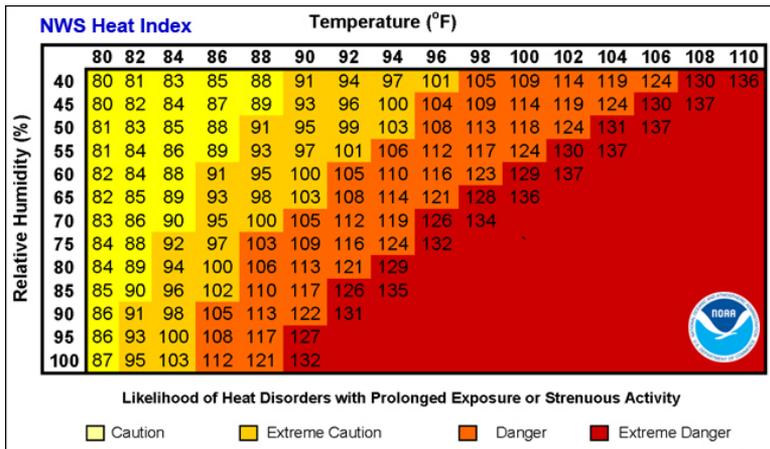
Heat Illness Prevention

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, acclimation, 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.

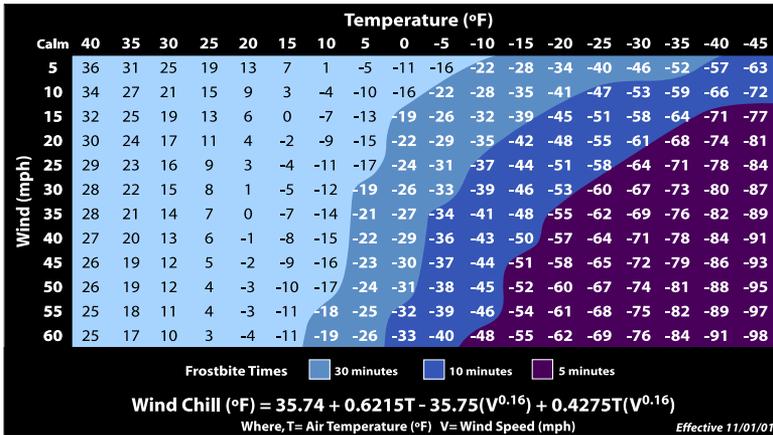
- 5.16 When the ambient air temperature is approximately or 10°F to 0°F, pertinent factors (e.g., humidity, wind, shelter, activity duration, pre-existing health conditions, etc.) will be considered. The temperature and associated considerations will inform any decision to travel or to conduct outdoor activity or service, including modifications and accommodations.

- 5.17 When the ambient air temperature is approximately 0°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



Wind Chill 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 Air quality poses little or no risk	Moderate 51-100 pm 2.5 Air quality is generally acceptable	Unhealthy for sensitive groups 101-150 pm 2.5 Sensitive groups may experience health effects	Unhealthy 151-200 pm 2.5 All groups may experience health effects	Very unhealthy 201-300 pm 2.5 Health alert	Hazardous >300 pm 2.5 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 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

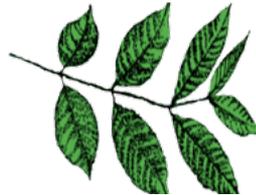
- First signs and indicators of exposure (e.g., redness, swelling, rash, itch, etc.), and immediate steps to reduce risk of outbreak (e.g., rinsing and washing)
- Signs to monitor for serious or severe reactions



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.



5.28 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)



Bullseye rashes

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.

- 5.29 Members will receive adequate instruction in snake and snake habitat identification prior conducting service or travel in snake prone environments.
- 5.30 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., back off, stomp the ground, notify others, don't attempt to capture or kill, 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 at 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.

- 5.31 Bear avoidance and protection best practices will be taught and monitored, including for camp settings, group travel, at work sites, and while alone.
- 5.32 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.
- 5.33 Use and care of bear spray will be taught, practiced, and monitored.
- 5.34 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.
- 5.35 Minor members will not use or handle firearms or ammunition. Parents will be notified in the event staff will carry a firearm on program.
- 5.36 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 may not be a part of the dominant cultural paradigm in the local areas SCA programs occur. Depending on the makeup of a crew and the location they are working in, there could be the possibility of overt, microaggressive, or subtle discriminatory acts. 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 related risks** identified from 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 vests, 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 available at the living site and accessible to everyone:
 - First aid kit

- 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, staff 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,

- 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 and alone protocol

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 contaminants, 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](https://www.sca.org/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.

Vehicle Tracking & Driver Behavior Monitoring

Vehicle tracking devices should be installed in all SCA owned, leased, or rented vehicles prior to the vehicle's use for program operations. These devices help to track vehicles and monitor driver behavior, remotely. The GPS tracking program is part of SCA's insurance and helps to reduce barriers to participation in SCA programs by adding increased information and accountability around driving and transportation. Information such as vehicle location, drive time, distance travelled, idling, speed, seat belt use, hard braking, and acceleration are gathered and reported on.

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, including under the effects of heavy alcohol consumption from the previous 8 or more hours.

- 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 or studded tires on 2WD vehicles in winter conditions, or tires appropriate for 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 and alone protocol 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 and alone protocol
 - 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).



Chapter 6

Incident

Management

Revised on 1/1/2023

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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).

Remember to

escalate early to de-escalate later

Incident Severity Scale (on next page)

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 Severity	Threshold I Minor	Threshold II Moderate	Threshold III Serious	Threshold IV Severe	Threshold V Critical
Impact	Near Miss Negligible impact	Short to medium-term impact	Medium to long-term impacts	Serious long-term impacts	Lasting impacts
Criteria	Routine incident resulting in minimal disruption to program activity. Managed locally in the field as a routine part of the position.	Non-routine incident resulting in program activity stopping or delayed for a short time. Managed by informing or discussing with local program leadership at appropriate times.	Requires emergency response (i.e., backcountry evacuation or frontcountry EMS). Managed by informing or discussing with national program leadership as soon as reasonably practicable.	An urgent or highly sensitive situation . An urgent incident is managed by discussing immediately with SCA leadership (risk management and/or HR)	Involves fatality, potential loss of life/limb or a person(s) is declared missing. Requires immediate direction from the Executive Team & Risk Management teams.
SCA Management Level	Managed locally in the field. Take 5 & re-assess. Implement changes for future avoidance. Submit an incident report.	Managed locally in the field as a routine part of the position. Take 5, re-assess, & monitor. Immediately notify local program leadership. Submit an incident report. Debrief in the field or with the program supervisor.	Managed by informing or discussing with local program leadership at appropriate times. Take 5, re-assess, & monitor. Immediately notify local program leadership. Submit an incident report. Debrief in the field or with the program supervisor.	An urgent incident is managed by discussing immediately with SCA leadership (risk management and/or HR) 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.)	Requires immediate direction from the Executive Team & Risk Management teams. Immediately notify call guide, Critical Incident team will be established. Post-incident debrief, and the risk dept will conduct an investigation.
Post Incident & Documentation	Take 5 & re-assess. Implement changes for future avoidance. Submit an incident report.	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.)	Requires immediate direction from the Executive Team & Risk Management teams. Immediately notify call guide, Critical Incident team will be established. Post-incident debrief, and the risk dept will conduct an investigation.

Incident Examples *(on next page)*

This chart outlines the type of incidents that nearly all adverse situations can be grouped into, aligned with examples according to the severity scale. The severity rating of the incident should be based on the severity principles and definitions, but it is ultimately a subjective determination by the people involved.

Threshold	Threshold I	Threshold II	Threshold III	Threshold IV	Threshold V
Severity	Minor	Moderate	Serious	Severe	Critical
Impact	Short-term impact	Short to medium-term impact	Medium to long-term impact	Serious long-term impact	Lasting impacts
Criteria	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, ER visit, or front country EMS).	An urgent or highly sensitive situation .	Fatal, potentially fatal, or life altering incident.
Example Injury or Illness	A routine occurrence requires routine response such as bites, stings, rash, engorged ticks, scrapes, cuts, bruises, blisters, sun burn, nausea, etc. Assessment/care at the field level.	A non-routine incident requires non-emergent but escalated response such as 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 care and assessment required (e.g., EMS, ER visit, hospital).	An urgent or immediate evacuation is required from the program due to life threatening injury or illness such as anaphylactic reaction or epinephrine is administered, loss of consciousness, vehicle rollover, emergent transport to the hospital via ground or air ambulance, etc.	Loss of life, limb, or paralysis.
Example Psycho-social	<i>None: any threat to social/emotional wellbeing is considered an adverse outcome.</i>	Behavior, conflict, or wellbeing concern that requires leader intervention.	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. Mandated reporting compliance.	Life altering event.
Example Threatening Environment	Alarming (non-routine) wildlife encounter without injury.	Theft or trespassing with no threat to personal safety. <i>Routine, inclement weather does not require an incident report.</i>	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 significant property damage or loss of life.
Example Missing Person(s)	<i>N/A</i>	<i>Routine unaccounted for time does not require an incident report (e.g., excused absence, tardiness).</i>	Loss/missing person or group that requires SCA support to be resolved (e.g., calling emergency contact, etc.)	Loss/missing person or group that requires external support to be resolved (e.g., partner search, etc.)	A person or group is declared missing.

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 speculating about the incident, confirming information, or confirming the names of people involved. If approached, please politely direct any media personnel to Sarah Hoyer, SCA's Head of Communications and primary Communications Officer for SCA's critical incident command team at 571-895-1772 or shoyer@thesca.org.

Field Leader Response to External Inquiries

- My first priority is to care for the members of my crew
- I am not authorized to speak to media
- Please contact Sarah Hoyer, SCA's Head of Communications 571-895-1772 or shoyer@thesca.org

Social Media

Members and staff should respect the privacy of any individual involved in any incident. Do not share any content related to the incident on social media, even if the photo or comment does not involve personal identifying information. All incident information or updates will only be handled by the SCA's Marketing & Communications Department.

External Communications & Questions

If asked about an incident by any external personnel or people not directly involved, such as other staff, friends, partner personnel, the media or any others, members and staff should not comment on or speculate about any details. As a general rule, members and staff should only confirm or communicate information that is already publicly available, if authorized. 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 not contact the family and friends of anyone involved in an incident, unless specifically directed and trained. Only after an incident is resolved and specific permission is given 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, family, and friends.

Internal Communications & Questions

If you hear about an incident in another program, please respect the staff directly involved by refraining from immediately contacting them. These staff have pressing duties to attend to. If you have questions about an incident contact your direct supervisor.

Emergency Response Plan (ERP)

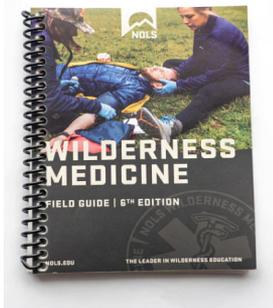
The objective of developing and maintaining an Emergency Response Plan (ERP) is to provide leaders and members with instructions to help effectively address an emergency. The plan should be specific to the project yet general to the types of emergencies that may be encountered. The plan should be written 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, should be in each first aid kit and any other relevant location. Leaders should contact the position supervisor with any questions when developing the ERP.

Once submitted to the position supervisor, ERPs are attached to the crew and position records in SCA's position management software, MySCA. In the event of an incident, national program and risk management staff access the crew's ERP as an initial step to support the crew.

2. Injury & Illness Incident Management

First Aid Protocols

Leaders should receive and carry with them a copy of SCA's first aid protocols, NOLS Wilderness Medicine, Field Guide 6th Edition. This first aid field guide encompasses SCA's first aid protocols and should be consulted when administering first aid in the field. *These protocols should always be used within the scope of training and certification.*



Under the direction of SCA's medical advisor, SCA has adopted alternative protocols for specific situations, outlined in this chapter of the field guide. These situations include **allergic reactions, anaphylaxis, asthma, and COVID-19**. *These specific protocols supplemented in this field guide should be used in place of the related protocols outlined in the first aid field guide.*

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 are required bring their prescribed medications to the program, and always carry their medications with them (*see* Supervision policies). 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).
3. Wait 15 minutes and re-evaluate the patient.
4. If needed, assist the patient in receiving another two puffs (each puff separated by three minutes).
5. Wait 15 minutes and re-evaluate the patient.
6. 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 Circulation (e.g., wrist pulse), Sensation, and/or Motor 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 *Mechanism Of Injury (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

2023 Worker's Compensation Policy

Policy Number: WCC-Z11-253482-012

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.

Selecting a Health Care Provider Under Worker's Compensation

The State dictates if an injured worker can select their healthcare provider or the carrier (i.e., Liberty Mutual) selects the provider.

Note: These criteria may change after the printing of this field guide:

The injured or ill **member selects the healthcare provider** in these states:

AK, DC, DE, HI, LA, MA, MD, ME, MN, MS, ND, NE, NY, OH, OR, RI, SD, UT, WA, WI, WV, WY

In these states the injured or ill **member should select a Liberty Mutual in-network healthcare provider:**

AL, AR, AZ, CA, CT, CO, FL, GA, ID, IA, IL, IN, KS, KY, MI, MO, MT, NC, NH, NJ, NM, NV, OK, PA, SC, TN, TX, VA.

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. Re-clearance often includes additional steps such as consulting driving records, online driver education, commentary drives with supervisor, and/or additional conditional driver monitoring steps.

Vehicle Insurance Information

Insurance Carrier: Philadelphia Insurance Company

Company Number: 23850

Policy Number: PHPK2256604

Agency/Company Issuing Card:

Fred C. Church, Inc. 4

1 Wellman St

Lowell, MA 01851

Insured:

The Student Conservation Association, Inc

4601 North Fairfax Dr.

Suite 900

Arlington, VA 22203

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:



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.

FADs

- 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.

<p>NATIONAL SERVICE DEPARTMENT HOURS OF OPERATION:</p> <p>Monday – Friday 8:00 a.m. to 9:00 p.m. CST Saturday 7:00 a.m. to 4:00 p.m. CST</p>	<p>NATIONAL PARTNERS ACCEPTING THE CARD:</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Bridgestone/Firestone <li style="width: 50%;">• Jiffy Lube <li style="width: 50%;">• Tire Kingdom / MTB / Merchant's <li style="width: 50%;">• Pep Boys <li style="width: 50%;">• Valvoline Instant Oil Change <li style="width: 50%;">• And more!
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SCA Contact: Angela Brodeur, 603-504-3324, 8am to 5pm EST

After hours, contact Angela Brodeur on her cell at 603- 543-7473 Or Eric Ruffin on his cell at 603-477-1080. **DO NOT** give out Angela's or Eric's cell phone number. Only Staff are to contact Angela or Eric after hours.

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.

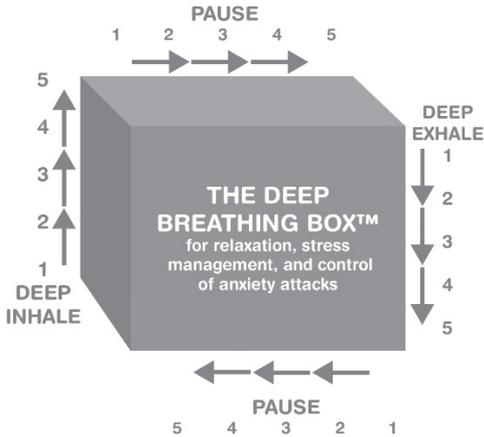
Day-to-day functioning is the 'litmus test' of mental health. If consistent issues with functioning are observed, respectfully probe deeper. People may have issues that aren't readily visible because they have developed coping skills (not always healthy ones) to hide them. It is beyond the scope of SCA 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.*

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 a 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 **Emotional First Aid**, you should be able to answer the following questions:

- Has the member returned to **Equilibrium**?
- Is the member **Functioning** better?
- Does the member have a plan of **Action** for improvement moving forward?

BIG-CAT

Build Rapport

Start with small talk to engage the member and lower their stress level. Always assume a “back story” and probe for more detail. Use varied (not fixed) eye contact, head nods, and “encouragers.” Reflect back what you hear and check for your own understanding. Be curious! Any storytelling (information sharing) on the part of the member is better than none at all. Keep an open mind, and open heart, and avoid biased views. Demonstrate a “positive expectancy” for them doing better and moving forward. Be hopeful and they may often become less demoralized.

Identify Problems

Remember to use Choice Theory (*see* Core Curriculum chapter) to identify members’ underlying needs that are influencing their behaviors or thoughts: Choice, Belonging, Freedom, and Fun.

Generate Alternatives

What are other ways the member can meet their needs? What can you do as a leader to build the structure, systems, or offer support for members to meet their needs?

Create an Action Plan

Action plans should consist of member, leader, and possibly group actions. Action plans should be documented (*see Contracting & Steps to Behavior Management*).

Transition and Follow-up

Remember to transition out of the conversation with the member and prioritize the leader’s duty to the rest of the crew and your own self-care. On SCA programs, leaders should strive for progress with members, not perfection. Establish a follow-up plan to check in on the member and their progress. Adjust plans and document changes as needed.

80/20 Rule

The 80/20 rule is a general rule of thumb to follow as a ‘helper.’ In general, helpers should listen 80% of the time and speak 20% of the time. The following are some great questions helpers can use to generate more conversation and listen deeper:

Some Great “Tell Me More” Questions

- What can I do to support you right now?
- How have you dealt with similar situations (or stressful ones) in the past?
- What are some options you’ve used to deal with how you’ve been feeling?
- Of all the options we’ve discussed, which ones are you willing to try?
- What level of support do you think you’ll need from me going forward?
- What’s an average day been like for you since you’ve been here? (e.g., sleep, appetite, concentration, attendance, etc.)
- On a scale of 1-10, rate how stressed (or scared, sad, etc.) you are feeling?
- How does this stress compare to how you typically feel?

Ten Mental Health Red Flags

These behaviors should be immediately reported to the position supervisor via the position call guide:

Mental Health Pyramid



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, bingeing-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.

Level one psychosocial incidents and the associated prevention and response guidelines are outlined in the **Member Engagement** chapter to this field guide.

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, they 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.
- Monitor their lifestyle as much as possible for signs of health or continued disturbance (social life, work life, sleep/eating patterns, etc.)
- Notify and escalate to the position supervisor via position call guide for support and as needed. Report all minor and routine incidents.

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. The role of a field leader is to serve as helper. Helpers aid members in defining success for them throughout their program experience. Field leaders should not try to unpack members' "baggage" by investigating or digging into peoples' trauma histories or stories.

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.)
- Symptoms of **chronic depression and/or anxiety** – diagnosed or undiagnosed – that either isn't treated or isn't responding well to treatment.
- **Self-injurious behavior** including mutilation, extreme risk-taking, etc., but without suicidal tendencies.
- **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 be 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 undiagnosed –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 leave 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:

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 chronic restrictive eating, habitual dieting, over-exercise, irregular/chaotic eating patterns, occasional self-starvation and/ or binge-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-injuring 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.

Suicide Ideation

Suicidal ideation is a term used to describe a spectrum of thoughts individuals may experience regarding death and dying. This spectrum could be anything from having fleeting thoughts or intrusive thinking, living with thoughts as part of their functional normal, contemplating death on a persistent and pervasive basis, gesturing or practicing methods to end their life, creating a plan, and/or acting on that plan in an attempt.

Because suicide ideation is experienced on this continuum, ideation alone is not necessarily criteria for dismissal from a program. The individual's openness, willingness to seek help, and day to day functioning are all important factors SCA leadership staff consider. You should always reach out to the position supervisor for support if a member expresses having suicidal thoughts or if you suspect that a member is struggling with suicidal ideation. SCA leadership staff will help determine an appropriate response which could involve staying on the program with accommodations or adjustments, leaving the program for a period of time, or leaving for the duration of the program.

Your role as a helper isn't to diagnose or determine the best course of action. The role of a helper is to immediately escalate to the position supervisor and support gathering of pertinent information. In some circumstances the role of helper is to provide immediate intervention like calling 911/988.

Guidance to Respond to Suicide Ideation

**REMEMBER* Asking someone about how they are experiencing suicide ideation does not increase the chances of someone acting on a plan. In fact, it may be the first and most important step toward getting help and support.*

Any observation, report, or suspicion of suicide ideation should be immediately reported to the position supervisor via position call guide

Always ask: "Have you been thinking of harming or killing yourself?"

- If the answer is yes, you need to stay with them until a professional assessment needs to be conducted. Share the plan with the on call support staff.

Substance Use, Abuse, & Addiction

Substances are prescribed and over-the-counter (OTC) medications, alcohol, marijuana, and illegal substances. Use of these substances must align with 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 and also medical disorders, meaning 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.

Psychosocial Safety & Legal Protections

Under some circumstances, biased and bullying behaviors could be considered illegal. Guidance to respond to and manage these circumstances are located in level one Psychosocial Incident Management section of this chapter and the Member Engagement chapter. Leaders should be familiar with the legal classifications of these circumstances. The Professionalism section of the Policy and Procedure chapter and the SCA Employee Handbook outlines SCA's policy related to discrimination and harassment.

What Is Discrimination

Discrimination and harassment is not tolerated, including and especially if on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex, gender, pregnancy or pregnancy-related conditions, gender identity or expression, sexual orientation, marital status, reproductive health decisions, military service or veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state or local laws and ordinances (“protected characteristic”).

What Is Harassment

Harassment is unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic. Harassment is also conduct that unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.).

What Is Sexual Harassment

Sexual harassment is unwelcome or inappropriate sexual advances—whether they involve physical touching or not, requests for sexual favors, conversations regarding sexual activities, and other verbal, visual or physical conduct of a sexual nature when:

- Submission to that conduct, those advances, or requests is made either explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of the conduct, advances, or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct, advances, or requests have the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working environment.

While it is not possible to list all of the circumstances which would constitute sexual harassment, the following are some examples:

- unwelcome sexual advances—whether they involve physical touching or not;
- requests for sexual favors in exchange for actual or promised job benefits or continued employment;
- coerced sexual acts.

Depending on the circumstances, the following conduct may also constitute sexual harassment:

- use of sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- sexually oriented comment about an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- displaying sexually suggestive objects, pictures, or cartoons;
- unwelcome leering, whistling, or deliberate brushing against the body in a suggestive manner;
- sexual gestures or sexually suggestive comments;
- inquires into one's sexual experiences;
- discussion of one's sexual activities.

While such behavior, depending on the circumstances, may not be severe or pervasive enough to create a sexually hostile work environment, it can nonetheless make co-workers, co-members and leaders, volunteers, contractors, and other stakeholders uncomfortable.

Guidance to Respond to Biased Behaviors and Actions

- Recognize when harassing behavior or actions occur and take any reports or evidence of harassment seriously.
- When someone reports biased or harassing behavior to you, ask and document basic questions including what happened, when and where it happened, and who else may have witnessed it. Do not pressure the reporter and do not attempt to investigate yourself.
- Do not judge or question reporters of harassment, or express doubts about their claims.
- Do not condemn or defend any party, or promise any specific action.
- Immediately report the reported information via the position call guide process.
- Members and leaders can always contact higher levels on the position call guide if needed.
- Never hide information about potential misconduct.

Mandated Reporting

Any suspicion of abuse (physical, emotional, or sexual) or neglect of a minor should be escalated to a **program supervisor** as soon as reasonably practical. Staff who are defined as mandatory reporters have a duty to report these circumstances or suspicions to the authorities. Because Mandated Reporting laws vary from state to state, program staff will assist in navigating the reporting process, if required. If a member begins to divulge information that you believe may require reporting, remind the member that you are a Mandated Reporter meaning that any suggestion of or explicit mention of abuse or neglect will be shared with other SCA staff.

“I care about you and I want this to be a safe space for you. I want to make sure you understand that I am a Mandated Reporter which means that what you share with me, I may not be able to keep confidential.”

If a member *chooses* to continue sharing:

Guidance on Mandated Reporting

- Use the 80/20 rule and emotional first aid techniques as you navigate the conversation.
- You should not want to pry for information, however, it can be helpful in the reporting process to mentally note and later document the following information:
 - Full name of primary caregiver(s)
 - Primary language spoken at home
 - History of the issue: names, dates, locations (at least the state where the abuse took place), and description of the incident(s)
 - Any actions already taken (previous reports, removal of abuser from minor’s environment)
- Keep in mind that divulging abuse and neglect experiences can take an incredible amount of courage. It is important to lead with compassion and empathy. You may choose to say something along the lines of, “This must have been really hard to share with me, but I’m so glad that you did. Thank you for trusting me.”
- Do not make any promises to the member. Explain that the SCA does not control what authorities do with the information in a report.
- Because the threshold for reporting is “suspicion,” even if a member does explicitly share, you may still be obligated to report your concerns to your program supervisor.

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 artifacts 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 artifacts 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.

Violent Intruder

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 as possible against them. 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 to avoid these kinds of situations. However, doing so is mentally draining and has clear downstream effects on an individual’s 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 related risks when conducting in-field risk assessments, safety briefings, and safety management plans.**
- **Conduct regular group and individual check-ins** to help to monitor progress, feelings, and to 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.
- Immediately report and document illegal harassment and discrimination.
- 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 to contact 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 it prudent and are comfortable doing so. *Leaders should only approach external individuals 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 prudent and are comfortable approaching external individuals following a harassing situation, 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/actions, 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, temperature, flooding, access to water, 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 measures 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 of time 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 (*see* Incident Severity Scale).

Missing person(s) incidents are situations where personnel are unaccounted for by their crew or program leadership for a period of time. These situations are potentially dangerous and could result in tragedy. Recognizing and recovering from a missing person incident is challenging. The following types of missing person(s) incidents can help leaders and staff identify these types of situations, and prevent significant injury or fatality:

- **Lost** a person or group of people are lost, “alone,” and unable to find their way back to crew leadership.
- **Runaway** a person or group of people intentionally leave the supervision of their crew’s leadership.
- **Overdue** a person or group of people are late or do not arrive at a pre-determined meeting place or time.
- **Unaccounted for** a person or group of people are otherwise, unaccounted for a period of time, outside their crew’s supervision and leadership (*see* Supervision policies).

Lost & Alone Protocol for Members

Prevention

Purposeful group management techniques should be employed and communicated in any program environment and for all program activities. In public and urban environments members should be briefed on a meeting location in the event of separation. Backup meeting locations and contingency plans may be helpful in the event of an emergency, and in the event primary locations are not accessible. In all public, urban, and backcountry environments members should be briefed on a lost/alone protocol within the first 24 hours of any program or change in environment or supervision status (*see* Member Wellbeing and Supervision policies).

If a member finds themselves 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, park entrances, park offices, break spots, restaurants, restrooms, tents, and accommodations, and other common or group meeting locations including all nearby public transportation stations and stops 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 acknowledgment 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 identify that may have contributed to the incident, including attention, distraction, carelessness, dehydration, nourishment, experience, qualifications, competence, fatigue, group dynamics, poor hygiene, judgment, decision making, leader 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.

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Chapter 7

Local Program Resources

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