student conservation association

sca®

— 2024 FIELD GUIDE —

Fillable and Quick References

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Chapter 1
Welcome to SCA

Revised on 1/1/2024

In This Section

Welcome to SCA

Welcome	Past	Present	Future
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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 wonderous resources. At the same time, you will guide your team members on a potentially life-changing journey. You will foster powerful moments of discovery, reflection, and growth. And you will see to their safety and well-being. I am confident you will find your experience deeply meaningful and fulfilling.

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

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

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.

Your active participation gives you continued access to helpful alumni resources, local volunteer service events, meet-ups, and more!

The SCA Network is a web and app-based platform that allows our alumni to engage with the SCA and each other in a safe and supportive environment. Through The SCA Network, alumni can network, find or post jobs, meet like-minded people, offer each other mentoring, register for events, and find other resources. Join today at thescanetwork.org. You can download the Graduway app to access the SCA Network from your phone.

Each year, the SCA hosts Alumni Engagement Week, where our community comes together to celebrate the work of SCA alumni. Watch for upcoming dates and activities for this special week. We will also share information about our Virtual Career Fair, where you can connect with top employers and learn from others with varying experiences in conservation.

We proudly offer additional leadership opportunities through our Alumni Council and associated committees, Alumni Ambassadors program, Alumni Fellows, and alumni communications like writing blogs, creating videos, and other activities.

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

Follow our Facebook page to find alumni and SCA spotlights, information about special events, and other fun content: 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 Alumni Relations at alumni@thesca.org.

Finally, Alumni are the best staff! Please consider looking for your next opportunity with SCA.
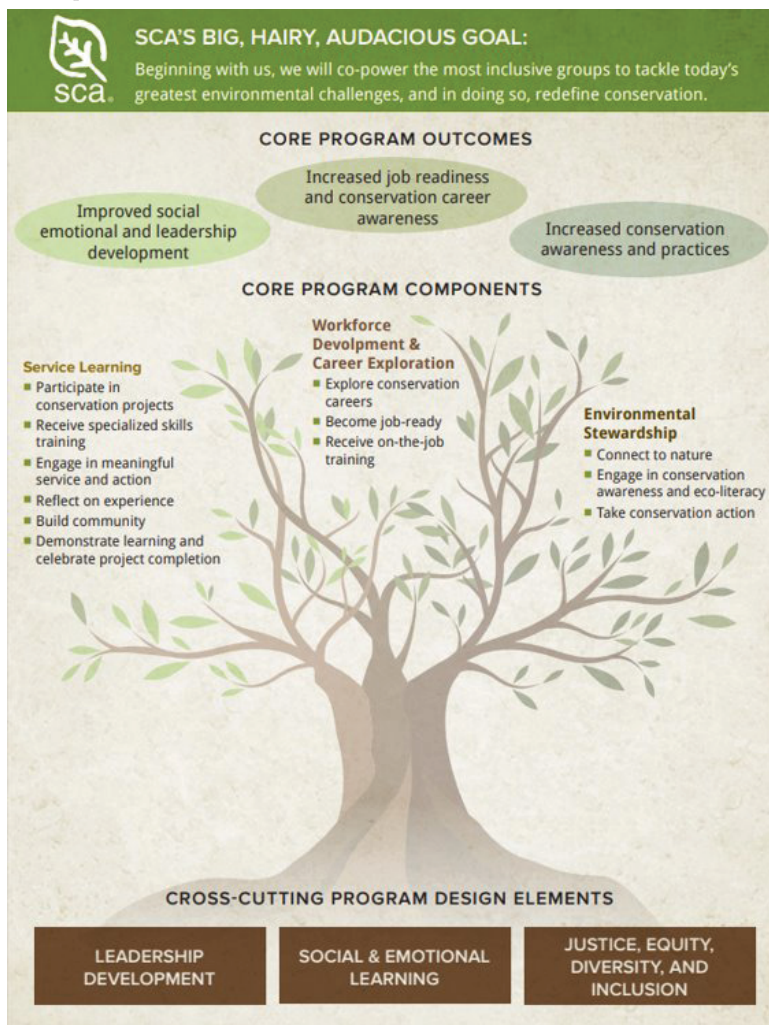
Field Leaders: https://www.thesca.org/serve/field-leaders/

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

Thank you for being part of the SCA. Know that we are excited to support you on your conservation journey!

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.

SCA'S BIG, HAIRY, AUDACIOUS GOAL:
Beginning with us, we will co-power the most inclusive groups to tackle today's greatest environmental challenges, and in doing so, redefine conservation.

CORE PROGRAM OUTCOMES

Improved social emotional and leadership development

Increased job readiness and conservation career awareness

Increased conservation awareness and practices

CORE PROGRAM COMPONENTS

Service Learning
- Participate in conservation projects
- Receive specialized skills training
- Engage in meaningful service and action
- Reflect on experience
- Build community
- Demonstrate learning and celebrate project completion

Workforce Devolpment & Career Exploration
- Explore conservation careers
- Become job-ready
- Receive on-the-job training

Environmental Stewardship
- Connect to nature
- Engage in conservation awareness and eco-literacy
- Take conservation action

CROSS-CUTTING PROGRAM DESIGN ELEMENTS

| LEADERSHIP DEVELOPMENT | SOCIAL & EMOTIONAL LEARNING | JUSTICE, EQUITY, DIVERSITY, AND INCLUSION |

Chapter 2
Program Management

Revised on 1/1/2024

In this Section

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 using SCA's onboarding platforms. 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 activities section.)
- ❑ 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.
- ❑ Review the health summary form with each member during a one-on-one check-in. Discuss and plan for accommodations. Confirm medication and directions. Discuss safeguarding and storage. Review medication policies together.
- ❑ Work on the Crew Commitment as a group (refer to Crew Commitment in the activities 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 activities, 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 all hours reported 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 this section are intended to support leaders with administrative and safety functions critical to supporting their crew. Leaders can access additional resources in the Resources section of SCA's learning management system (scaleadertraining.learnupon.com).

Leaders, if you do not have a login for SCA's learning management system or have questions about the resources in this section, please contact your SCA Supervisor.

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

Consequence (of the event occurring)	Likelihood (of the event occurring)				
	1 Unlikely	**2 Possible**	**3 Likely**	**4 Very Likely**	**5 Certain**
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 B: Supply Expenses Budget Book

This budget book is an optional form to track purchases throughout your season. Your supervisor may provide a different system for tracking expenses.

Receipt #	Date	Vendor & Description	Transaction Type	Amount

			Total	

Resource C: Gas Expenses Budget Book

This budget book is an optional form to track purchases throughout your season. Your supervisor may provide a different system for tracking expenses.

Receipt #	Date	Vendor & Description	Transaction Type	Amount

			Total	

Resource D: Food Expenses Budget Book

This budget book is an optional form to track purchases throughout your season. Your supervisor may provide a different system for tracking expenses.

Receipt #	Date	Vendor's Name & Brief Description	Transaction Type	Amount

			Total	

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.

Expense Reports

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 prefilled 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.

☐ Habitat restoration   ☐ Cultural preservation
☐ Coastal & marine restoration   ☐ Historic preservation
☐ Climate change & resiliency   ☐ Energy
☐ Endangered & threatened species   ☐ Business sustainability
☐ Water conservation   ☐ Recreation & visitor access
☐ Wildfire mitigation   ☐ Building conservation awareness
☐ Food systems   ☐ 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
☐	☐	☐	☐	☐	☐

Contributed to activities or tasks when working with others.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
☐	☐	☐	☐	☐	☐

Showed professionalism by being on time, dressing appropriately, and/or following policies.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
☐	☐	☐	☐	☐	☐

Worked independently after receiving instruction.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
☐	☐	☐	☐	☐	☐

Accepted feedback and strives to improve.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
☐	☐	☐	☐	☐	☐

Acted as positive example for team members.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
☐	☐	☐	☐	☐	☐

Demonstrated initiative by taking on activities and tasks without being asked.					
Not at all	Rarely	Occasionally	Sometimes	Often	Very Often
☐	☐	☐	☐	☐	☐

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 ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

This member demonstrated initiative by taking on activities and tasks without being asked.				
Strongly Disagree ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

This member consistently followed safety policies and protocols.				
Strongly Disagree ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

This member sought out ways to help the team.				
Strongly Disagree ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

This member showed professionalism by being on time, dressing appropriately, and following policy.				
Strongly Disagree ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

This member was able to perform the work required for this position.				
Strongly Disagree ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

This member made adequate progress toward the work objectives for this position.				
Strongly Disagree ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

This member was a positive asset to this site/project.				
Strongly Disagree ☐	Disagree ☐	Neutral ☐	Agree ☐	Strongly Agree ☐

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
☐	☐	☐	☐	☐

This member demonstrated initiative by taking on activities and tasks without being asked.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

This member consistently followed safety policies and protocols.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

This member sought out ways to help the team.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

This member showed professionalism by being on time, dressing appropriately, and following policy.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

This member was able to perform the work required for this position.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

This member made adequate progress toward the work objectives for this position.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

This member was a positive asset to this site/project.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

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 turqoise 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

- o   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).*

- o   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.)
- o   Do not overstuff the boxes and do not over-tape. Forcing gear can damage tent poles, stoves, pots and pans, etc.
- o   Remember to keep tents separate from smelly items (such as kitchen gear, food bins, coolers, etc.)
- o   Remove old tape and labels and try to clean off the surface of the containers to prevent new labels from falling off.
- o   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
Activities to Support Program Outcomes

Revised on 1/1/2024

In this Section

Activities to Support Program Outcomes

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.

While the activities in this section are intended for any age group, note that youth and adult learners have different preferences. Youth learners benefit from structure and routine and learn well when learning is curiosity-driven and connected to their interests. Adult learners tend to be more independent and benefit more from freedom and choice when learning (such as selecting a partner). Youth members may be more motivated to learn and stay engaged when leaders bring energy and enthusiasm to activities. Adult learners bring life experiences to their learning and can benefit when they can build new knowledge or perspective from what they already know.

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 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)

1. 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)

1. 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.
2. 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.
3. 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	Intellectual Ideas	Social Ideas
• Stretch • Dance, swim, do physical activities for fun and not just exercise • Take time away from screen	• Journal • Read books unrelated to work or school • Go to a new museum or theater	• Text or call a friend • Start a book club • Attend a group meeting related to a hobby or an interest

Spiritual Ideas	Emotional Ideas
• Spend time in nature • Make time for reflection • Find inspiration in a book, talk, or music	• 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.

Acronym	Description	Developing SMART Goals
S	Specific	Goals should be clear and detailed. A specific goal can be formed by answering five "W" questions: • Who: Who will be involved? Can I complete this goal independently? Will I need support from others? • What: What do I want to accomplish? • When: Is this a short-term or a long-term goal? Can I get started now? • Where: Will this be completed at the program site? Outside of the program? • Why: What is the "why" behind my goal – what is the purpose driving me?
M	Measurable	Define solid criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to monitor progress. A measurable goal will include quantifiable objectives and a defined timeline. Ask yourself: How will I know when this goal is accomplished?
A	Attainable	SMART goals should be realistic and attainable. While the goal may be challenging, the goal is not extreme. The goal should be achievable in the time frame with a stretch from the goal setter.
R	Relevant	The goal setter must be willing and able to work towards the goal, so the goal needs to be valuable and important. A relevant goal will usually answer the question: • Does this seem worthwhile?
T	Time Bound	SMART goals need a target date. Planning out steps, with a realistic and flexible timeline, can help goal setters stay engaged.

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 CO_2 is caused by the burning of fossil fuels**
 B. CO_2 is increasing because we are coming out of an ice age
 C. As human populations grow, we exhale more CO_2
 D. CO_2 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, CO_2 concentrations in the atmosphere have risen similarly. Warming oceans and melting permafrost also release CO_2. 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 CO_2 was as high as it is now?

A. This is the highest it's ever been
A. 1 million years ago
A. CO_2 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 CO_2 levels continue to rise, according to Scripps Research and NASA. Throughout all the cool-downs and warm-ups of the last ice ages, CO_2 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 CO_2 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 CO_2 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)

1. This activity is designed to get the crew talking about industrial production and consumer choices related to sustainability.
2. 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)

1. 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

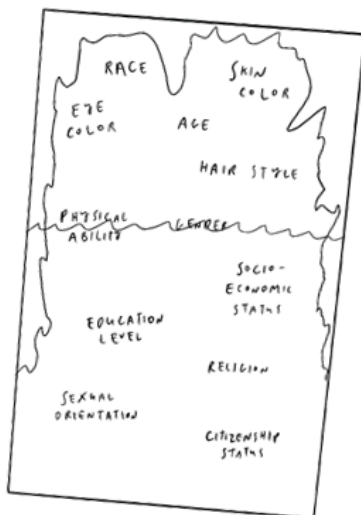**Introduction (5 minutes)**

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.
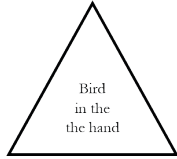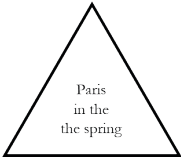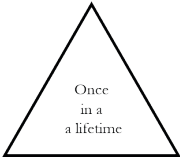
Slowing Down Knee Jerk Reactions	
Time Required	**Materials Required**
10 minutes	Large piece of paper, writing utensil

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.

```
     /\                    /\                    /\
    /  \                  /  \                  /  \
   /    \                /    \                /    \
  /      \              /      \              /      \
 /  Once  \            /  Paris  \           /  Bird   \
/   in a   \          /  in the   \         /  in the   \
/ a lifetime \        / the spring  \       / the hand    \
/_____\       /_____\     /_____\
```

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 January 1, 2024

In This Section

Introduction

This chapter is intended 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 the chapter, including how the SCA's 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 leaders and staff bring their experiences and judgment in support of the programmatic container.

> *Do the best you can until you know better. Then when you know better, do better.*
> **—Maya Angelou**, http://www.passiton.com

The SCA's Priorities

The SCA's priority is the health and safety of members and leaders. The SCA staff want leaders to have skills to support members as members orient themselves to the program they are on, as well as through challenges they may face during their SCA program. Leaders stay within their scope of practice as leaders as they interact with members. Leading at the SCA is a big job with constant expectations of being "on."

Personal wellbeing

The SCA wants leaders to arrive healthy and well rested. Attending to your personal well-being includes intentional actions and practices undertaken to maintain physical, spiritual, mental, and emotional health. When daily responsibilities taper, taking time for personal relaxation (reading, listening to music, and the like) and getting enough sleep can help leaders feel refreshed and cope better with the demands of their job. Support can include seeking assistance from co-leaders or the position supervisor, calling other appropriate SCA staff for encouragement, and when appropriate, taking time for yourself. Ongoing attention to well-being helps ensure that leaders can be present for members.

The SCA's Ethic of Care

The Ethic of Care is a moral and philosophical framework that emphasizes the significance of interpersonal relationships, empathy, and compassion in ethical decision-making and moral obligations.

The SCA asks leaders to practice an ethic of care and sees the capacity for care as a human strength. The job of an SCA leader requires them to work with members through a lens of empathy and care.

Elements of care include:

- **competence** in engaging in care and empathy,
- **attentiveness** to situations and members, and
- **responsibility** and **responsiveness** towards members and their well-being.

Treating someone with empathy involves actively expressing your empathy through communication, listening, and supportive gestures. Treating someone with empathy is a practical application of your empathetic abilities.

The SCA believes everyone is disadvantaged when care and empathy are absent. However, some members are more so than others. No one is disadvantaged by being treated with care and empathy.

> *Leaders put the ethic of care into practice by building caring relationships with members while maintaining professional boundaries.*

Leadership is a relationship between leaders and their group members. Most members learn skills more easily when they perceive their leader to be a warm, caring person. Authenticity and relational skills are vital for effective leadership.

Caring For Members

Care or caring focuses on a process of action that will help others and usually results from empathy.
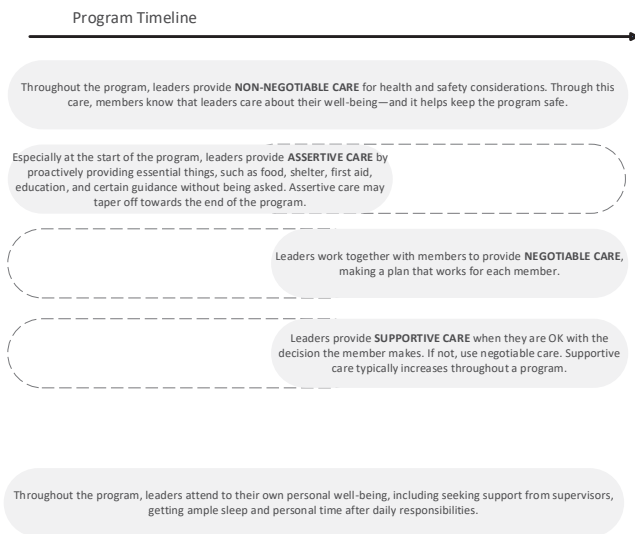
Compassion is characterized by the desire to take action to help another person. Compassion literally means "to suffer together." Among emotion researchers, it is defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relive that suffering. Compassion is not the same as empathy or altruism, though the concepts are related.

Empathy is the ability to understand and share the feelings of another person. It's the ability to put yourself in someone else's shoes and see the world from their perspective.

Empathetic is showing an ability to understand and share the feelings of another. Being empathetic is a personal quality or capacity, while treating someone with empathy is the outward manifestation of that quality through your interactions and behaviors toward others. People who are naturally empathetic may find it easier to consistently treat others with empathy, but anyone can learn and practice empathetic behaviors to enhance their relationships and connections with others.

Appropriately attending to personal well-being enables leaders to, in turn, provide appropriate care to members. Leaders decide what kind of care to use based on their judgment about the programs and members' needs.

Leaders provide four types of care to members:

Program Timeline

Throughout the program, leaders provide **NON-NEGOTIABLE CARE** for health and safety considerations. Through this care, members know that leaders care about their well-being—and it helps keep the program safe.

Especially at the start of the program, leaders provide **ASSERTIVE CARE** by proactively providing essential things, such as food, shelter, first aid, education, and certain guidance without being asked. Assertive care may taper off towards the end of the program.

Leaders work together with members to provide **NEGOTIABLE CARE**, making a plan that works for each member.

Leaders provide **SUPPORTIVE CARE** when they are OK with the decision the member makes. If not, use negotiable care. Supportive care typically increases throughout a program.

Throughout the program, leaders attend to their own personal well-being, including seeking support from supervisors, getting ample sleep and personal time after daily responsibilities.

Structure (rules) & Nurture (care)

Care is composed of two attributes: nurture and structure.

Nurture provides the human connection that members need to thrive, grow, and learn. Structure acts as guide rails that keep members safe and feeling secure. Providing nurture and structure is science and art—like tending a garden. Some situations call for more nurture, such as when someone is homesick or not feeling well. Other situations call for more structure, such as instructing members on how to prepare for an outdoor workday in cold weather.

Structure is the basis for nonnegotiable and negotiable care. Nurture is the basis for assertive and supportive care. Using a highway metaphor, leaders want to drive in either the nurture or the structure lane. Leaders change lanes back-and-forth as necessary and stay off the shoulder and out of the ditch. Leaders who are tired or do not understand members' needs for nurture and structure can sometimes drive on the shoulder and even get stuck in the ditch. It is essential that leaders know when to call for help– even sometimes a tow truck is needed to get out of the ditch.

Even though leaders have the best intent, sometimes they will lose control, and when this occurs, they need help. Leaders can use the SCA staff, peers, family, friends, and online resources that can help get them back into the center lanes. Leading in the center lanes takes practice and support.

Center Lanes

When on the highway and providing nonnegotiable care leaders help members experience the safety of rules that reinforce the welfare of the member. These nonnegotiable rules, however, are not rigid. With new evidence or situations, they can be revisited and rewritten, though this mostly happens at the SCA staff level.
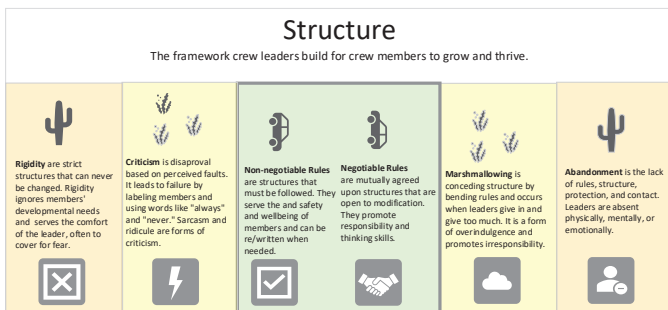
When leaders provide negotiable care, they help members learn how to think and solve problems. The negotiating process gives members an opportunity to discuss, argue, and understand the relevancy of rules. They use data to formulate decisions. The process helps them become more responsible for themselves and in general more work ready.

Assertive and supportive care recognize members' needs. Assertive care is responsive to members' needs and the leader freely gives care, comfort, and support, including education, appropriate to the situation. Supportive care encourages members to think on their own and do for themselves what they are capable of doing. Leaders offer supportive care when it is OK for the member to accept or reject it.

The developmental highway is a metaphor for 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 shoulders and try not to veer into the ditch.

The Developmental Highway

Nuture

The care crew leaders provide to help crew members to grow and thrive.

| Abuse is harsh caregiving that includes painful, invasive behaviors. Examples include humiliation, laughing at pain, threats of harm, ridicule, and physical harm. | Conditional Care is nuture that is provided only when it is earned. Examples include "I'll care for you if you are good, quiet, etc." | Assertive Care is nuture that is provided because the leader judges it to be necessary and appropriate, and recognizes that the member is unable to provide that self-care. | Supportive Care is nuture that is provided when requested and is offered when the member is unable to do a task for themself. | Overindulgent Care is nuture that is expressed by giving too much too soon or for too long. It is exercised by doing things for a member when they should be doing it for themself. | Neglect is caregiving that doesn't notice or meet the member's needs because the leader is too busy or preoccupied meeting their own needs or are physically or emotionally absent. |

The developmental highway is a metaphor for crew leaders to remember that they choose the appropriate structure (rules) and nuture (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.

Structure

The framework crew leaders build for crew members to grow and thrive.

| Rigidity are strict structures that can never be changed. Rigidity ignores members' developmental needs and serves the comfort of the leader, often to cover for fear. | Criticism is disapproval based on perceived faults. It leads to failure by labeling members and using words like "always" and "never." Sarcasm and ridicule are forms of criticism. | Non-negotiable Rules are structures that must be followed. They serve the and safety and wellbeing of members and can be re/written when needed. | Negotiable Rules are mutually agreed upon structures that are open to modification. They promote responsibility and thinking skills. | Marshmallowing is conceding structure by bending rules and occurs when leaders give in and give too much. It is a form of overindulgence and promotes irresponsibility. | Abandonment is the lack of rules, structure, protection, and contact. Leaders are absent physically, mentally, or emotionally. |

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 themself 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.

Stay on the highway when providing structure.

Staying on the highway means using nonnegotiable and negotiable care (i.e., rules) without being too rigid or too lax. Rigidity can first come out as criticizing members— possibly saying things like "they always are…" "they never…" or using sarcasm and ridicule. Sometimes, leaders veer further off road and use authoritarian leadership and disregard the developmental needs of the members. Authoritarian leadership is a leader who is strict, inflexible, has rigid rules, and is emotionally distant. This type of leader can threaten abuse or to withdraw protection to reinforce compliance from members. Refer to the developmental highway diagram.

On the opposite end, leaders can sometimes be too permissive or laid-back. They use squishy and sticky, or marshmallow leadership, and are abandon their leadership duties. Leaders may be more invested in being friends with members rather than their leader. Leaders, in essence, grant freedom without expecting responsibility. It can sound supportive but implies that a member does not have to or is unable to follow the rules. Further into the ditch, there is such consistent lack of rules, protection, and contact that it signals to members that leaders are unavailable and not there for them. There are no boundaries or guard rails, and the leader has abandoned the members possibly because they do not understand the importance of structure or are self-absorbed with themselves. There are times that a leader may abandon one or a subgroup of members yet continue to work with others, which is also inappropriate.

Stay on the highway when providing nurture.

Sometimes leaders are too permissive or overindulgent (i.e., marshmallowing). This can look like nurturing; however, it is unhealthy and promotes dependence on the leader. The leader does things for members that they should do for themselves. Perhaps a leader is doing all the cooking instead of sharing it with the members or all the chores instead of having members contribute. This type of care is patronizing, and it teaches members not to think independently, and not to be responsible for themselves and others. If the leader continues into the ditch, they neglect and abandon the members because they are emotionally and sometimes physically unavailable or absent.

If leaders are on the left shoulder of nurture and care, it becomes conditional care which requires the members to earn care. The member pays for the care in some way. An extreme example would be asking for a back rub or sex from a member. Conditional care is based on the leaders' needs and expectations, not the members' needs. Further into the ditch is abuse, which involves assaulting the member psychologically through humiliation, ridicule, or even physical abuse.

Functions of a Leader

A leader has three main functions: to be a *responsible leader*, an *effective leader*, and a *psychological leader*.

Effective Leadership

An effective leader strives to ensure tasks get done and problems get solved, and may also be the person 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 members to build trail. Effective leaders use appropriate leadership styles, whether the style involves directing the group members, delegating tasks, or modeling.

Sharing effective leadership with members can come about organically or can be delegated. As the responsible leader, the leader monitors how group members perform effective leadership tasks to help ensure physical, social, and psychological safety. if none of the members are able to help with effective leadership, the leader(s) needs to be able to do all effective leadership functions.

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. At the SCA members voluntarily put themselves in a stressful environment to learn work readiness skills; therefore, psychological leadership skills to assist members is paramount. The stress comes because there is often a steep learning curve and it usually is an unfamiliar environment for the member. An example of appropriate psychological leadership would be 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 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. The leader, who is also the responsible leader (explained below), constantly monitors how group members engage in psychological leadership. A member may attempt to set a tone of complaining or scapegoating another member. Leaders model positive psychological leadership. If none of the members can help with psychological leadership, the leader(s) needs to be able to perform all psychological leadership functions.

Responsible Leadership

The leader is always the responsible leader; this function is not shared with members. The responsible leader is the person who, if anything goes wrong, is called into account by higher authority. For the sake of the members, a responsible leader vigilantly maintains and models a steady emotional state.

The responsible leader is the person who has the ultimate responsibility for maintaining the goals of the position and program. The responsible

Responsible Leadership

The Crew Leader is always the responsible leader.

Psychological Leadership

Crew Members may help in psychological leadership.

Effective Leadership

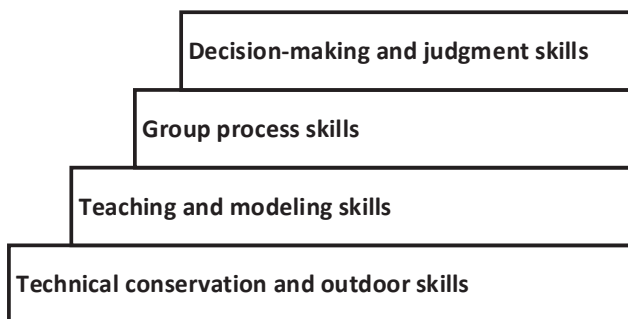Crew Members may help in effective leadership.

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

leader provides the 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). This leadership function constantly monitors the group members and thinks about the group's process. Other responsibilities include details such as checking equipment, making sure everyone knows the plan for the day, and taking charge in an emergency. Leaders need to know who they might depend on to help in case of an emergency. Members seeing the responsible leader maintaining a steady emotional state and keeping track of risk assessment promotes feelings of security, makes it easier for people to learn new skills, and enables people to handle routine activities comfortably and safely.

While responsible leadership is not shared, once into a program 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 leader to do deeper work, such as teaching more skills and providing one-on-one coaching.

Skill Sets Leaders Need

The skills leaders need to lead 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. Group processing information was covered earlier in this chapter.

Decision-making and judgment skills

Group process skills

Teaching and modeling skills

Technical conservation and outdoor skills

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

Technical Skills

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

Safety Skills

Leaders have the ultimate responsibility to maintain safety for 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'). 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 leaders in outdoor environments (see 'Staffing" policy in Policy and Procedure chapter).

Weather & Environment Skills

Weather affects most everything 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 members helps in planning and maintaining safety. For example, while

working on a trail the 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 leaders must follow.

Technological Proficiency

Technology is a part of SCA experiences. Technology skills and practice include the research leaders conduct on the internet about their program, participants, and sites before the position begins, and using a compass or Global Positioning System (GPS) on a phone to navigate terrain, apps to access and store information, and 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 is an essential skill set for leader. The ability to teach technical skills is gained through practice and watching people who teach well. Teachers and 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.

Modelling & Parallel Process

In addition to teaching technical skills, 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, where members treat other members by mirroring how the leader treats them.

Leaders, consciously and subconsciously, model and mentor behaviors, values, and attitudes such as helping each other, expressing concerns in helpful ways, time management, adaptability, accountability, organization, critical thinking, problem-solving, collaboration, continuous learning, focus, and concentration, among others.

Leaders complementing members when they engage in these behaviors helps the members model to other members and support each other.

Group Processing Skills

Group processing skills refers to the myriad aspects of groups that leaders need to recognize and be able to work with. Dynamics within a group are complex, affected by group leadership and facilitation. Leaders need to be able to understand, follow, interpret, and positively influence 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. Leaders' goals and assumptions (as well as their actions) influence the group process.

Group Dynamics

Group dynamics is the system of behaviors, attitudes, and psychological processes occurring within the group or between groups. Dynamics within a group are complex and are affected by group leadership and facilitation. Aware leaders are concerned with how groups are formed, what their structure is, and which processes are followed in their functioning. Relationships are continuously adjusting; therefore, how members interact with other members changes. The dynamics among people are in continuous process of restructuring, adjusting, and readjusting as members get to know each other and learn to work together. Leaders set the tone for positive group dynamics.

A goal for the SCA programs and leaders is for individuals to work well as a group (even two people can constitute a group). In a well-functioning group, individuals readily contribute to group decisions, complete group tasks, and feel good about themselves, other members, and the group as a whole. Individuals that trust and respect each other function better as a group.

> *The leader's primary goal is the <u>process</u> of building healthy relationships.*

Growth Mindset

Another useful skill for leaders to develop and model is a growth mindset. Someone who has a growth mindset believes one's abilities and intelligence can be developed through dedication, hard work, learning, and resilience. Leaders and members with growth mindsets see challenges as opportunities. They see what some people would call failure or mistakes as opportunities to learn from experience and apply that learning the next time around. To develop or reinforce a growth mindset it helps to be curious and commit to lifelong learning. Cultivate a child-like attitude of looking at the world around you with awe and wonderment and ask questions.

In contrast, a fixed mindset is the belief that one's abilities intelligence are inherent and unchangeable. Individuals with a fixed mindset may avoid challenges to avoid failure, as they see failure as a reflection on their inherent capabilities. Unfortunately, by the age 13 years old in the United States, more than 80% of youth I reported to have a fixed mindset. Therefore, leaders modeling and helping members see the benefits of a growth mindset and helping members develop a growth mindset is an important aspect in helping them become more work ready.

Member Engagement Strategies

Make your first day with members impactful.

Purposeful positive pre-program and first day interactions are crucial to establishing SCA and the leader's desired norms. Within the first 30 seconds of arrival to the program, members will make judgements about how they feel with their leaders. That is why it is important for leaders to be genuinely warm and welcoming, as well as responsive to questions – even if the leader had planned to address them later.

Leaders and members can feel a range of emotions when starting a program or 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. First days are long and potentially tiring. During the first days of the program, leaders should pay special attention to the needs and emotions of members and themselves.

Support positive norms.

Norms can provide predictability and structure in groups of people, which can help members feel more secure. Programs are often more successful when leaders think ahead about what norms they would like to encourage for members.

Norms outlined in the Policy and Procedure chapter are mandatory across all the SCA programs. Mandatory norms are established clearly by leaders communicating these expectations upon member arrival or early in the program.

In addition, leaders can help form specific **attitudinal** and **structural** norms to help members feel secure and included, which contributions to the program running smoothly.

→   Attitudinal norms are about how members treat each other. For example, there may be an attitude or a norm of offering support or using appropriate humor. On the other hand, there can be a norm of competition of excessive profanity. Leaders help establish appropriate norms by promoting and modeling them, and calling out or publicly recognizing when members express these norms to reinforce them.

→   Structural norms help build a framework for members to live, work, grow, and thrive. For example, structural norms may include practices such as regular meal times each day, job rotation charts, or policies, such as wearing gloves when using tools. To establish desired structural norms, leaders are encouraged to be clear and transparent early on with members about the structural expectations they have. Again, positively calling out or publicly recognizing when members exhibit desired behaviors aids towards developing desired norms.

Build a daily routine.

Structured daily routines can ease member anxiety. As members learn the daily routine, they able to engage and help ensure tasks are completed, which helps programs run smoothly.

Some methods to structure the program experience are:

→ Share the daily schedule.

→ Build in time for questions about roles, schedule, meals, and so on.

→ Speak openly about anxiety and uncertainty, and how members can cope with those concerns during the program.

→ Conduct regular check-ins with each member.

→ Build in down time when members can be by themselves to journal, think, and reflect.

Collaborate with members on decision making.

Leaders continually teach members about judgment and decision making by modeling their judgment, decision making, and leadership style choices. The more transparent leaders can be about their decision making, the more effective they can be in helping members develop judgement.

A leader's role in the decision-making process depends on the type of decision being made and the level of decision making skills and experience the members have. For example, later in a program, a leader may invite members to determine the plan for preparing dinner. Decision making that allows for maximum participation can increase a member's sense of choice and ownership in a situation.

Encourage healthy relationships.

In healthy connections, there are feelings of security, mutuality, and a sense of purpose. 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 making programs safer.

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.

Relationships based on negative factors or unhealthy dependencies have negative consequences for group members. This form of bonding is exemplified more by what one is "against" than by what one is "for." 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. Unhealthy connections can divide group members and create unsafe conditions. Unhealthy relationships discourage people from pursuing individual goals simultaneously with the group's goals and can trap individuals in unhealthy subgroups. In groups where there are unhealthy connections, leaders may notice signs of defensiveness, criticism, contempt, and stonewalling.

During a SCA program, a relaxed, supportive atmosphere that is punctuated by laughter and humor indicates that healthy bonding is taking place. Humor is typified by laughing "with" and not "at" other members. Individuals are accepted by others and individual goals can be attained as well as the program goals. When stressful situations come up or project plans change, members can cope with the situation. 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."

Leaders model healthy relationship skills with self, others, and the environment. Relationships will not be perfect and sometimes there is a rupture. In those cases, repair can take place. After repair sometimes the relationship is as strong as it was, sometimes stronger, and sometimes not as strong. Leaders help strengthen relationships so that rupture is less of a possibility. However, in human relationships rupture (miscommunication and conflict) happens. Note: one of the hardest, relationship ruptures to repair is when trust is broken. Basically, if you lose the trust of a member, it is very difficult to gain it back.

Establish clear boundaries.

Leaders that identify boundaries in terms of their role and responsibilities can set structure, clarity, and positive tone for programs. Additionally, leaders displaying appropriate personal and professional boundaries with members helps members have more positive experiences. Members are not necessarily invested in leaders—they are invested in their experience.

Boundaries have physical, social, emotional, and energetic aspects. Depending on the context, either rigid or permeable boundaries are useful. A non-negotiable rule, for example, is a rigid boundary. A clear rigid boundary is romantic contact between leaders and members. A permeable boundary may be a negotiable rule, such as a chore chart.

The SCA has policies about relationships between staff, and staff and members, including leaders and 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. A leader should not be in a situation where they may unintentionally breach their protection of minors.

Leaders should remember that any personal information a leader shares with a member(s) will be out there among the members for the length of the program and beyond. Sharing personal information and stories should be for a purpose and 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, some personal anecdotes may contribute to inappropriate professional boundaries or detract from desired norms.

Consideration for solo leaders.

It can be challenging for leaders who are solo leading to maintain fitting professional and personal boundaries. Solo leaders may find it helpful to periodically maintain

connection with other SCA staff, as well as relatives or friends not associated with the SCA.

Conflict

Leaders set the tone for working with conflict.

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 and can happen at any stage of the program. People have various reactions to conflict including include avoiding, accommodating, collaborating, competing, and compromising.

> *Leaders who understand and can work with their own reactions to conflict usually have an easier time helping members work with conflict. It is vital for leaders to stay emotionally and physically present during a conflict.*

Depending on the origin of the conflict, it may be straightforward to resolve the conflict. If the conflict is complicated, it is important for leaders to be able to explore the conflict, usually with curiosity. Leaders decide if a conflict can be resolved or if it needs to be managed and perhaps revisited throughout the program.

> *Remember, communication is a process.*

The origins of conflict are typically **miscommunication**, **role ambiguity**, **differences in goals**, or **values difference**:

→   **Miscommunication** is typically the most common cause of conflict. Everyone speaks and hears through their own filters and understandings, so it makes sense that while someone may understand what they are saying, it may come off to a listener as something different. Leaders should take the time they need to formulate communication as clearly and effectively as they are able. An excellent way to approach miscommunication is to check in with members to be sure what was said and what was heard was the same. Remember, it is not about figuring out what was really said; it is about having the people involved confirm what they meant to say, clarify, or start over. This process should have no blame or fault. Leaders help members move past the miscommunication or misunderstanding.

→   **Role ambiguity**, or confusion, is another common cause of conflict. Conflict can arise when someone thinks someone else is not doing their job or taking over their job. Leaders can avoid role ambiguity by upholding boundaries and clarifying roles and responsibilities throughout the program. It is extremely important that leaders understand their roles and responsibilities (and members) and stick to these throughout the program.

→   **Differences in goals** is a common source of conflict, especially when there are mismatched expectations or competing or incompatible objectives. Unmeet expectations can lead to frustration, disappointment, and disagreements. Poor communication or miscommunication about goals can contribute to misunderstandings and conflicts. Therefore, it is important to be clear about

program expectations and goals, and to help members find common ground with program goals and expectations. Conflict may also arise when different members or leaders have competing needs or priorities for the allocation of resources such as time and personnel.

→ **Differences in values** can cause conflict. Conflict can arise when there is a lack of alignment between members values, and the SCA's, overarching values, mission, or culture. It is challenging to resolve values conflicts because many people are not inclined to change their values quickly, nor should 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. This type of conflict usually needs to be managed rather than resolved.

Encourage an atmosphere that feels safe to talk about differences.

Diversity allows people to recognize and learn from differences. Each 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 group bonding, have no effect, or keep members apart. Members can be different or alike in many ways, including cultural backgrounds, learning styles, communication styles, class, race, political beliefs, gender identity, affectional or sexual preferences, skills, physical condition and abilities, age, experiences, educational backgrounds, diet preferences, stress tolerances, spiritual beliefs, immigration status, family constellation, and more. Realizing and acknowledging differences is important because a member who feels uncomfortable or embarrassed about sharing what they consider an important part of themselves may tend to withdraw and isolate themselves. Leaders who work hard to reinforce positive aspects of diversity can act as a positive direct contradiction to society, which teaches people to minimize differences. Establishing a group norm of sharing and celebrating can be challenging, but the leader(s) can encourage an atmosphere that feels safe to talk about differences. Spending time with each member, getting to know members individually, and openly supporting differences helps make it safe for members to approach each other.

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.

The group formation model the SCA uses has a differentiation stage. Differentiation is the healthy expression of differences. Differentiation happens when diversity and inclusion work. The information here explains more about differentiation and supports the differentiation stage.

Members can be different or alike in many ways; any and all of these aspects bring members together or keep them apart. For example, a leader does not assume that everyone is the same and thinks the same. Being comfortable with one's own differences is important. Humor and frankness help. As a leader, accepting one's own differences and oneself is crucial in helping members embrace their own differences and themselves.

Leaders who work hard to reinforce the positive aspect of diversity can act as a positive direct contradiction to a society, which teaches people to minimize differences. This helps members overcome fears of each other and opens doors for healthy relationships. While there are members who expressly say they seek to get to know members who are different from them, many members are afraid to initiate conversations with people 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 member who feels uncomfortable or embarrassed about sharing what they consider an important part of themself, may tend to withdraw and isolate themself, 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. Members with negative attitudes about diversity contribute to other 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 themself while establishing relationships.

Some members on the SCA programs may assume that "since we are all here, we are the same and here for the same reasons." It is the leader's job to comfortably bring out diversity.

Stages of Group Development

A common goal for the SCA programs is to help members acquire work readiness skills. A pathway to these skills is for members to learn to work well as part of a group (even two people can constitute a group). In a well-functioning group, individuals readily contribute to group decisions, complete group tasks, and feel good about themselves, other members, and the group as a whole. Individuals that trust and respect each other function better a group.
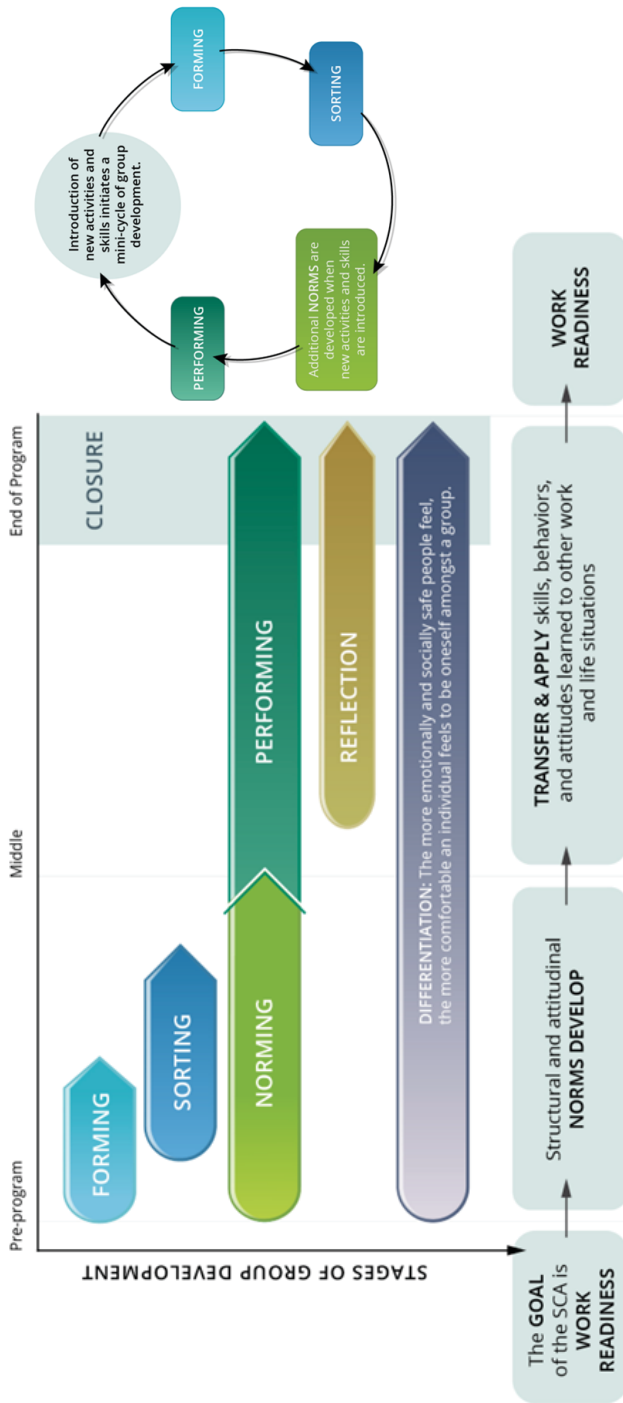
At the SCA, leaders guide members through several stages of the group process. Given no direction from leaders, desired stages can be muddied or may not even develop. Additionally, no direction often leads to increase conflict among members. With specific focus and intent, most groups of people can go through these stages, which members can use as a touchstone and their future jobs.

Group formation begins before members arrive on site as members get an idea about the program expectations. In the first third to half of the program, leaders help members develop and gain the skills, attitudes, and behaviors needed to work well in a group and for work readiness. During the second half of the program members learn more about practicing and transferring these skills, attitudes, and behaviors to future groups, including work situations.

Next, the components of the stages are explained, and strategies leaders can use to facilitate group formation are explored. Each stage has structural and attitudinal components. The structural components refer to what is physically happening. Attitudinal components refer to the attitudes or emotions of the individuals or collectively observed. Affirmations for the leader to offer are suggested for each stage— affirmations can be said or communicated through actions.

These stages do not have discreet beginnings or endings. However, with deliberate guidance from the leader(s), members successfully achieve each stage and individuals feel included, but not ruled by the group process. Additionally, as members engage in new activities within their programs, they cycle through some of the group stages again (see figure on next page).

Guided Group Formation Throughout an SCA Program

FORMING

SORTING

Introduction of new activities and skills initiates a mini-cycle of group development.

PERFORMING

Additional NORMS are developed when new activities and skills are introduced.

CLOSURE

PERFORMING

REFLECTION

DIFFERENTIATION: The more emotionally and socially safe people feel, the more comfortable an individual feels to be oneself amongst a group.

FORMING

SORTING

NORMING

Pre-program | Middle | End of Program

STAGES OF GROUP DEVELOPMENT

The GOAL of the SCA is WORK READINESS

Structural and attitudinal NORMS DEVELOP

TRANSFER & APPLY skills, behaviors, and attitudes learned to other work and life situations

WORK READINESS

Forming

At the beginning of a program, members usually meet in person with each other and the leaders for the first time. Members can feel awkward and unsure, excited, anticipatory, and more. They engage in exploring talk, sometimes described as small talk, and approach-avoidance behavior. During the forming stage, the members likely feel a certain amount of stress as well as excitement and anticipation. Members can be concerned about being different from everyone else or maybe worried 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"

> *Having adequate structure at the beginning of a program facilitates members starting to form relationships by giving them access to each other through group tasks. The leader may need to be directive and will need to dispense information members need to be and feel safe.*

attitude. Having adequate structure at the beginning of a program facilitates members starting to form relationships by giving them access to each other through group tasks. The leader may need to be directive and will need to dispense information members need to be and feel safe.

The SCA programs—especially those outside—involve a great deal of task focus, especially in the beginning: packing gear, traveling to a destination, settling into lodging, and unloading a trailer. Many early connections between members are made at this task level. When members can channel their nervous energy into tasks, tension eases and fears subside. Some members find it easier to talk as they work together.

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!" Leaders find ways to address these common concerns to proactively help members.

The forming stage begins even before the program. Affirmations that help members 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 may seem chaotic to both the leader and the 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 for the day before breakfast or after?" At this point, choices for activity partners, roommates, car passengers, and the like, can be fairly random, since few of the members know 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 in with the others. Some members stay close to the leader so as not to miss directions or to be part of the group.

As in the forming stage, members connect around tasks. At this stage, members need to be able to ask any and all questions about the activities at hand as well as other aspects of the program to continue to feel more secure and to be able to take more responsibility for the direction of the program. **The 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 clear and without adequate buy-in, groups—members—get stuck here and the program is chaotic.

More relationships and leadership patterns develop within the group

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

(norms begin to b established). For example, some 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.

Affirmations that help the 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 group members move towards the norming stage the following affirmations help members know that they have power (are capable) and that their intentional participation in group activities is encouraged. Leaders want 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 structural and attitudinal norms or patterns are cemented. Sometimes the norm is that there are no set patterns; chaos can be a norm. A leader can encourage and discourage norms—though this mostly works **before** they are established. 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 members including sarcastic teasing; ethnic, racial, or homophobic jokes; or pushing well beyond one's limits.

During this stage, the group becomes an additional member. For example, if there are 12 members there actually will be a thirteenth member, "the group." Often members say things like "the

> *During this third stage norms or patterns become established.*

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. Once, everyone forgot to bring Pitter Patters. About the second day, members started confessing their relief: it turned out no one but "the group" liked Pitter Patters at all.

The members are creating their group identity and their power as a group. Helpful affirmations from the leader that encourage identity and healthy power 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, members feel more confident about program expectations, how to relate to others, how to fit in, and how to get their needs met. **Now leaders are often less directive about tasks.** Members know and can facilitate the daily routine and many activities themselves. Leaders, of course are continually mindful about health and safety.

Members typically start discussing more of their personal lives. As this information is shared, connections may take place around common interests or concerns and political activism, age-sharing across generations, parenting issues, studies, or jobs. Members often feel more relaxed. Routine tasks go more smoothly, and previous learners become teachers. Bonding may occur around admiration for another member's skills or style in the program.

More skills are learned and practiced. In accordance with the program goal, the leader begins teaching more technical skills to the members as a group, to sub-groups, and to individuals. The leader continues to be friendly with members, checking in personally with each to stay current with them. Helpful affirmations to add to the being, doing, thinking, and identity and power affirmations already being shared are more identity and power affirmations:

Ø You can become more independent, and I will continue to support you.

> *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 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

If the differentiation stage is achieved, members feel they fit in this new setting and are comfortable enough to express their individuality—they begin to risk sharing ways in which they feel and are different. Members generally feel more comfortable formulating and expressing opinions that seem contradictory to the norm—which is especially important in work settings to avoid group think. Therefore, differentiation enhances the group members work performance.

Differentiation, by definition in this context, is healthy. It describes healthy ways that members distinguished themselves from other members and common views. When differentiation has occurred for each individual, the group is safer (emotionally, socially, and spiritually) and program goals can be more readily accomplished. **Leaders 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 a member's self-esteem, past group experiences, skill level, and previous work or outdoor experience.

Leaders who successfully guide the completion forming, sorting, and norming stages set the groundwork for differentiation to occur. Members 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 leader and "the group" that diversity enriches the group rather than threatens it. Members readily express opinions and often begin to take more active roles in managing their positions. Members feel at ease enough to engage in small group activities and connecting around favorite leisure activities, among others, for example. 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 members all want to do that activity.

During this stage, members can be as concerned with personal goals as with group goals. Bonding can be in subgroups of two, three, or more. When groups are large, the leaders may split into two groups in order to enjoy the quieter aspects of smaller groups. This coming

> *Diversity enriches the group rather than threatens it.*

and going in and out of a larger group is an important skill for members to attain. The ability to separate easily without using conflict as a stimulus makes a community stronger, safer, and more sustainable.

During this stage, the leader continues to offer advanced skills and check in with members individually. Leaders also remain mindful of health and safety and continue to focus their attention on program goals. Helpful affirmations 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.

As groups continue to mature, the roles of leaders shift. Leaders do not become less involved, they become differently involved. Members share more actively in effective leader and psychological leader roles. The 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 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.

Transforming and Reflection

Transformation refers to the process of taking skills, behaviors, and attitudes learned in one experience and applying them to other situations. With thoughtful reflection and encouragement, members can construct their own meanings from their experiences and use these meanings to make positive personal changes and increase their work readiness skills. The transfer of learnings and skills can and does happen during all parts of the program. With guidance from leaders, transferring learning can be one of the foci of the latter part of the program. "Integration" affirmations can be helpful during these latter stages of programming:

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.

Transformation continues after the program. Members may notice and experience ways they naturally adopted some of these behaviors, attitudes, values, and skills and incorporated them into their work and home life.

> *Leaders purposefully process tasks and situations to help members see the possibilities of transferring learning in the program to future jobs and their lives back home.*

Closure

Closure is ending as a group, which allows members to move on. On two-week or longer programs, the energy among members can be scattered during the last few days and members can have mixed emotions. Some members feel anxious about returning home while others are eager to be there. Some members may be 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 members and helps create the beginning for more changes. Goodbye tears are not uncommon. In some programs, members carry the knowledge that this group of people or other members have known them in a different way than past colleagues and friends, and they carry this from the program as a resource for the future.

Post-program bonding can take many forms as 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. Chapter 1: Welcome to the SCA has more information about post-program networking.

Long after the program, members often welcome other 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 members regarding jobs, support, and music. 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, roles, and tasks.
> Ø You deserve the support you need.

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 leader. 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 may change during the differentiation stage, because many members feel more comfortable in the smaller groups that may emerge. As the program progresses, there is often more time for socializing, as well as a more in-depth sharing and recognition of each member as an individual.

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

The Window of Tolerance

A safe and supportive environment is crucial for healthy emotional and behavioral regulation. Dan Siegel, a Clinical Professor of Psychiatry, uses the Window of Tolerance to describe the concept of an optimal state where a person feels emotionally and mentally regulated, capable of managing life's demands. This includes effectively coping with stressors and emotions.
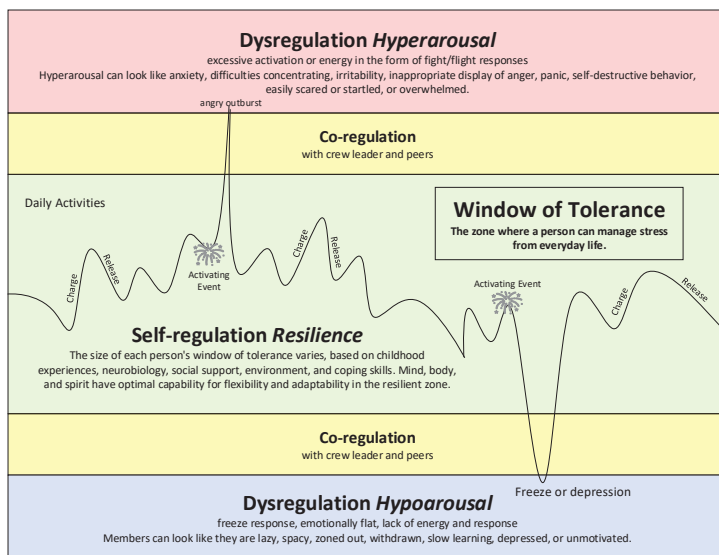
The Window of Tolerance is the optimal zone where we are able to learn effectively, relate well to ourselves and others, and thrive in everyday life. Adapted from Siegel, 1999.

When people function within their window of tolerance, they can learn effectively and relate well to themselves and others. When people are dysregulated they are outside of their window of tolerance. People become dysregulated because they cannot cope with their present situation and become activated in some matter. People become dysregulated for various reasons, and the factors contributing to dysregulation can be complex and interconnected.

Dysregulation can manifest in different domains, including emotions, cognition, behavior, and physiology. People in dysregulation go into hyperarousal or hypoarousal and act out behaviors that are disruptive or withdraw. While there's not an absolute gender line, often boys and men act outward (hyperarousal) and girls and women tend to act inward (hypoarousal). Sometimes members experiencing hypoarousal can go unnoticed because they are quiet. However, they are missing out on being fully present in programming. Eventually, they can leave programs and have less than positive outcomes.

Some practitioners use other ways to illustrate this area of positive regulation in which people are able to function and thrive in everyday life.

Leaders can help members stay in their window of tolerance.

Because people more easily become dysregulated when they are tired, hungry, or stressed, leaders can help members stay regulated in their window of tolerance by helping them get enough sleep, have recovery time after projects, get enough healthy nutrition, and monitor expected stress caused by the program. Leaders also have influence over adverse conditions that can become stressors, such as lack of social support, discrimination, and instability.

During their SCA program, members may gain more skills to help them stay in their window, or even increase their window of tolerance; thus, increasing their work readiness. This includes developing coping strategies, building skills for emotional and behavioral regulation, lifestyle adjustments, and support networks that support regulation and well-being– all of which can be positively impacted through appropriate leadership.

External factors contribute to dysregulation.

Many factors that contribute to dysregulation are outside a leader's control, such as past exposure to trauma or chronic stress, neurological challenges, and mental health conditions. Cognitive processes, such as negative thought patterns, cognitive biases, and maladaptive coping strategies (including disordered thinking), may contribute to regulation challenges. Developmental factors, such as early childhood experiences and attachment patterns, as well as lack of consistent caregiving or disruptions in attachment can also contribute to dysregulation.

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 activator may cause them to be pushed out of their window. Even seemingly minor stressors can cause a member to numb, have an angry outburst, or feel anxious, which leads to states of hyperarousal or hypoarousal.

Understanding the relationship between the window of tolerance and some folks with ADHD, on the autism spectrum, vulnerabilities to shame, military veterans and others dealing with PTS, and people perceiving discrimination, can be valuable for tailoring support strategies that help them learn and practice regulation skills they can use in other work and life situations. Some folks benefit from approaches that help them regulate sensory experiences, develop emotional regulation skills, and improve executive functioning. In general, creating an environment that accommodates members' unique needs can contribute to better well-being and functioning.

Everyone has different sizes of windows. This is because people react to childhood experiences differently—their neurobiology, social support, environment, and the coping skills they have learned all help determine the size of one's window. The size of one's windows can change from day to day (a good night's sleep and healthy meals can make a world of difference). The wider one's window, the less likely they are to experience angry outbursts, frustration, or feel flat, low, and lacking energy.

Using the window of tolerance on program.

The window of tolerance is a useful metaphor to use because members tend to understand it. Sometimes, during stress and crisis or at the height of emotions, members find it difficult to express what's happening verbally. They often can say "I'm getting out of my window of tolerance" or "I am 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 leader or peer who helps them regain their grounding.

Anger

Anger is a normal and common emotion. Anger can serve as an internal thermometer indicating to a person that they are being treated poorly or boundaries have been inappropriately crossed. Anger can motivate people to right wrongs and find solutions to problems. Anger can be directed towards a person or towards a behavior of a person, especially if someone feels another person has deliberately wronged them. Anger can also be directed towards rules, boundaries, calamities, and other situations.

There are many healthy ways to express and channel anger.

Anger is often associated with a hyper-aroused state. However, members can feel angry and stay in their window of tolerance. Tools to help one stay in their window include:

a)   recognizing and acknowledging one's feelings before expressing their anger

b)   taking time to understand the source of one's anger

c)   when beginning to feel overwhelmed by anger, taking a step back from the situation and taking the time and space to cool down can prevent potentially harmful reactions

d)   engaging in deep breathing can help calm the nervous system. Slow deep breaths, exhaling longer than inhaling, can help reduce physiological arousal associated with anger and start to create a sense of calm.

There are many healthy ways to express and channel anger. For example, communicate needs and concerns assertively stating feelings and thoughts clearly and calmly without attacking or belittling others. Healthy expression means maintaining a respectful tone and demeanor. It also includes selecting an appropriate time and private place to discuss these feelings and avoiding addressing sensitive issues in the heat of the moment. Anger often results from conflict. Therefore, focusing on finding solutions rather than escalating conflict is helpful. Be open to compromise and work together to find common ground. If boundaries have been crossed, clearly communicate boundaries and expectations. Let others know what behavior is unacceptable and work together to establish healthy boundaries. When talking about feelings, use I statements to communicate feelings without blaming or accusing others.

Anger can sometimes lead to behaviors outside a person's window of tolerance.

Some members may be unable to express their anger healthily and bump outside the window of tolerance with outbursts (hyperarousal). Open aggression can be verbal and/

or physical and anger is expressed in confrontive, sarcastic, critical, or other mean ways. Passive-aggression is when anger is expressed indirectly and can damage relationships. Problems can arise when a member inappropriately expresses anger (outside their window). Leaders intervene by calmly and assertively helping the angry person move to a private place so that the leader can help them calm down and use curiosity to explore what activated their anger. Anger can also cause people to go into hypoarousal, often because they believe it is inappropriate to display anger or they are conflict avoidant.

Shame

Shame is a powerful and complex emotion that can be expressed as hyperarousal or hypoarousal. Shame involves unwarranted feelings of inadequacy, embarrassment, self-consciousness, and a deep sense of unworthiness.

Shame can be a debilitating feeling that can take over the mind and body making a person feel small and incomplete. Despite wanting to be seen and known, shame causes people to hide behind masks and build walls around themselves to keep out compassion (e.g., because I feel unworthy of care and compassion). 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 protection.

Common activators for shame include unwanted exposure, exclusion, unrequited love, and disappointed expectations. Common symptoms of shame include pulling out of connection with other people (wanting to 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. People who have not learned 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. To fester, shame needs secrecy, silence, and judgment. The less a person talks about shame with someone safe, the more control it has over their life and psychological well-being.

Talking and writing about shame helps to cope with shame.

Therefore, to counteract and get out of a negative shame spiral, a person should talk to themself like they talk to someone they love; reach out to people they trust; and tell their story. Additionally, they can practice self-compassion and do movement activities to connect with their body.

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 helps to write about (or even think openly about)

one's shame. Writing can help a person create healthy distance from their negative thought pattern. Writing one's experience often helps a person stay more present with the reality of whatever their situation is.

> *Understanding the dynamics between shame and anger is crucial for individuals working on emotional regulation and interpersonal skills.*

Shame and Anger Intersect

When a member experiences feelings of shame, they may use anger to mask their vulnerable feelings associated with shame. Instead of directing shame inward, they may externalize the shame by expressing anger towards others, helping them avoid confronting and experiencing the more painful emotions of shame. Shame also can activate anger as a way to protect themself from perceived threats or attacks, again shielding them from the emotional discomfort of shame. Shame and anger can create a cycle of dysregulation by reinforcing each other. For example, if a person experiencing shame responds with anger, that can lead to regret and further shame, creating a loop of negative emotions and reactions.

Guilt

While shame is a focus on self, guilt is a focus on behavior ("I am bad" versus "I did something bad"). Guilt occurs when someone transgresses moral, ethical, or religious norms and criticizes themself for it. It is a feeling someone has when they have 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.

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. Some people with ADHD can respond intensely to stressors. Especially with the stress of new environments or with certain restrictions about time management a person with ADHD can become dysregulated out of their window of tolerance. Leaders being mindful of helping people with ADHD stay within their window of tolerance can help them complete their program and gain valuable skills.

Leaders can support members 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 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 neurodevelopmental condition and is experienced on a spectrum—autism spectrum disorder (ASD). Autism encompasses a wide variation in the manifestation and severity of symptoms among individuals. People with autism have a wide range of abilities, strengths, and challenges. For example, some people have an inclination to focus on specific details rather than grasping the overall picture. This cognitive style can be a strength in detailed oriented tasks. People on the autism spectrum may communicate and interact with others in unique ways, and may have different ways of learning, moving, or showing attention. They may have restricted or repetitive behaviors or interests. New environments and sensory overload can dysregulate some folks. Leaders being mindful of helping people on the autism spectrum stay within their window of tolerance can help them complete their program and gain valuable skills.

Some people have difficulty in understanding and interpreting social cues, such as facial expressions, body language, and verbal or nonverbal communication. 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 the SCA. Although inevitable, change can be difficult for people who live on the spectrum. Leaders can help by frontloading transitions 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 in the sorting stage, including when changing activity or location.

Military Veterans

Some military veterans may experience symptoms associated with post-traumatic stress (PTS) because 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 PTSD, than individuals in the civilian population. Leaders being mindful of helping veterans stay within their window of tolerance can help them complete their program and gain valuable skills.

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 can 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.

All people, and especially veterans, thrive when there is structure and transparency.

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. Leaders should recognize the role these influences can have on members and staff who have served in the military.

All learners benefit from structure and routine, and veterans may especially need structure to thrive. Military society is hierarchical and as a result, some veterans benefit from knowing the hierarchy of the SCA positions and where they fit in. Many veterans 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 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.

Mental Health and Behavioral Concerns

Members' mental health has the potential to affect all aspects of their SCA experience, including their job performance, the quality of their learning, and their relationships with other members. It is not within leaders' scope of practice to diagnose or provide therapy or counseling to members. However, appropriately responding to members' mental health struggles is imperative to helping them derive benefits from the program and improve their day-to-day functioning– so they can be healthy contributing members of a team. When working with members about behavioral concerns, which usually involve mental health issues, leaders should approach the discussions from a place of curiosity to help prevent further escalation or going into shame.

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.

A general caution for leaders is to be mindful of the language they use. Leaders should be mindful of modelling activating words and phrase like "This heat makes me want to die." Or "I'm going to kill that mosquito if it comes near me again."

Concerning Behaviors

Adverse behaviors towards someone or a subgroup need immediate attention.

Adverse behaviors towards someone in a group or a subgroup of members can take various forms and can have negative consequences for the targeted individual(s). These behaviors can include exclusionary behaviors, isolation, bullying, scapegoating, discrimination, micro aggressions, gossiping or rumors, undermining, sabotage, and harassment. These categories are not discrete. For example, scapegoating often involves isolating a targeted individual from the rest of the community. Exclusionary behavior can also involve isolating and bullying. All these behaviors can have negative consequences on the well-being and mental health of those who experience it. Leaders are encouraged to become familiar with these behaviors and how to initiate swift interventions.

Exclusionary Behaviors

Exclusionary behaviors hinder collaboration and teamwork.

Exclusionary behavior refers to action or behaviors that intentionally isolate, ignore, or reject members or groups, preventing them from participating in social interactions or activities. Exclusionary behavior can be subtle or overt and can contribute to feelings of loneliness, depression, anxiety, and a sense of being unworthy or unaccepted. At the SCA and other workplace settings, it can hinder collaboration, teamwork, and a positive social environment. Social exclusion, ignoring, and isolation may happen in conversation, social events, or collaborative activities. Often these behaviors are done intentionally to make a member(s) feel left out or ignored and communicates a lack of acknowledgment or importance. Withholding information or excluding a member

from communication channels keeps them uninformed and feeling rejected, as does rejecting someone's presence, opinions, or contributions. Bullying and scapegoating are related to exclusionary behaviors discussed later.

Addressing exclusionary behavior requires promoting inclusivity, empathy, and open communication within the SCA group. Educating members about the impact of exclusion can happen as a preventive measure, or one on one if the leader sees a member engaging in these behaviors. It is incumbent on the leader to foster a culture of respect and acceptance to create an inclusive and supportive environment for all members.

Scapegoating

Scapegoating distracts from real issues.

Scapegoating is a social and psychological phenomenon where a member or a group of members is unjustly blamed and targeted for problems, mistakes, or issues– often as a way to deflect responsibility or avoid addressing underlying complexities. The scapegoat becomes a folk point for blame, criticism, and negative emotions within the community. There are times when underlying issues or conflicts are not addressed, and instead are projected onto a scapegoat, allowing the leader and members to avoid dealing with the real issue or challenge. Or, the scapegoat can serve as a distraction from addressing problems within the SCA group, by diverting the attention away from the root causes of the issues.

Scapegoating can include negative stereotyping, prejudice, and discrimination. The negative characteristics attributed to the scapegoat are exaggerated or entirely unfounded. Scapegoating can provide temporary release of tension within a group by providing a target for collective frustration and anger. It does not address underlying issues (often having nothing to do with the member or members being scapegoated) and can perpetuate a cycle of blame.

Strategies to prevent or stop scapegoating requires tools to address conflicts constructively.

Stopping or preventing scapegoating requires a concerted effort to create a positive inclusive culture. It involves noticing and addressing issues as they come up, fostering open communication, and promoting a shared responsibility for problem-solving. Leaders play a crucial role in setting tone and expectation for members' behaviors.

Leaders help create an environment where members feel comfortable, expressing their concerns and discussing problems without fear of reprisal. If blaming starts to happen, shift the focus to problem solving. Encourage the members to identify and address causes of issues rather than assigning blame, while also considering multiple perspectives and recognizing the complexity of situations.

If leaders inadvertently become involved in scapegoating, set a positive example by taking responsibility for those actions and foster a culture of accountability. When appropriate, raise awareness about the harmful effects of scapegoating by educating members about the consequences of unfairly blaming others and how it negatively impacts the work environment.

Bullying

Bullying can take various forms, including verbal, physical, relational, or bullying online. Warning signs may include changes in behavior, declining work performance, social withdrawal, or unexplained physical injuries. Leaders need to be observant, pay attention to behavioral changes, and looking for signs of distress, withdrawal, or avoidance. Monitor social dynamics among the members and look for patterns of exclusion, teasing, or intimidation. Bullying often involves a power imbalance, where one member has more power or influence than the bullied target. Be mindful of such imbalances among members and take reports of bullying seriously. If someone confides in you about being bullied, listen without judgment, and offer support.

Recognizing and stopping bullying requires diligent vigilance. Leaders have several strategies:

If you witness bullying intervene promptly. Address the behavior and let the members involved know that bullying is not acceptable. Offer support to the member(s) being bullied. Let them know you were there for them. Keep a record of bullying incidents, including dates, times, locations, and members involved, and report it to SCA staff.

Promote a positive workplace by fostering a culture of kindness and inclusion that values respect, cooperation, and open communication. Encourage positive behaviors and discourage negative behaviors. Educate members about the impacts of bullying and the importance of creating a supportive and respectful environment. Clearly let members know SCA's anti-bullying policies and that they will be enforced. Provide support to members who have been targeted and offer resources provided by the SCA. Stopping bullying requires a collective effort and a commitment to create an environment that prioritize respect, kindness, an understanding that all members play a role in fostering a culture where bullying is not tolerated, and where members feel safe and supported.

Microaggressions

Micro aggressions are subtle verbal or nonverbal behaviors that communicate negative or derogatory messages about members based on their ability, race, ethnicity, gender, sexual orientation, or other aspects of their identity. The impact of microaggressions can be cumulative, leading to feelings of alienation, frustration, and stress for those who experience them. Some members may arrive at the program already stressed from microaggressions they have experienced elsewhere.

Leaders are responsible for understanding what microaggressions are, being aware of their impact, and taking proactive steps to address and prevent them. Leaders pay attention to stereotypes and assumptions that members may have about other members. Microaggressions sometimes stem from unconscious biases and perpetuate harmful stereotypes. Because micro aggressions can be subtle, being attentive is crucial. Leaders actively listen to conversations, paying attention to language, tone, and non-verbal cues. Microaggressions also take the form of microinvalidations, which negate or dismiss the experiences and feelings of members. Be alert to statements that undermine or invalidate someone's perspective.

Leaders' strategies to stop microaggression include self-education.

Stopping microaggressions requires ongoing effort and a commitment to creating an inclusive environment, open dialogue about diversity, and a culture of continuous learning. The SCA has clear policies that set clear expectations and consequences for discriminatory behavior that leaders should be knowledgeable about and promote throughout the program. Leaders model inclusive behavior and language in their interactions. Leaders' language and actions help create a positive and respectful atmosphere. Leaders foster awareness, promote education, and actively address microaggressions when they occur.

If you witness a microaggression, intervene in a constructive manner by addressing the behavior calmly, and provide education on why it may be offensive. Do this whether or not a member expresses distress. Leaders can use I statements to express how the behavior made them feel, even if they were not the target or direct recipient of the microaggression. This approach helps avoid defensiveness and encourages understanding. Provide constructive feedback to members who may be unaware of the impact of their words or actions and encourage a culture of continuous learning.

Insubordinate Behavior

Insubordinate behavior can undermine harmony and effectiveness of a work environment.

Insubordinate behavior refers to actions or attitudes that defy or resist authority, directives, or established rules. It can involve refusal to follow instructions, disrespect towards supervisors or colleagues, or challenging management's authority. Because members come to a workplace ready to program to learn skills, attitudes, and behaviors that will help them be successful in a workplace, it is essential to approach insubordinate behavior with a focus on growth and development. Constructive interventions, clear communication, and a commitment to foster a positive and respectful workplace culture contribute to the success of the program and the readiness of the members for future employment opportunities.

Insubordinate behaviors are indicative of members learning to navigate workplace challenges

Possibly the most constructive thing leaders can do to help members not have or refrain from insubordinate behavior is to recognize and reinforce positive behavior through praise and acknowledgment. Positive reinforcement can motivate members to adopt more constructive approaches. Incorporate training sessions on professionalism, communication, skills, and workplace etiquette into the program. Clearly communicate expectations regarding behavior, communication, and adherence to workplace rules (think structural and attitude norms). Find ways to ensure that members understand the importance of respecting authority, especially for health and safety, and following guidelines. Focus on the importance of respectful and collaborative behavior in professional settings.

Foster a sense of teamwork and collaboration early in the program, perhaps through teambuilding activities. Find ways to emphasize the importance of working together toward common goals and respecting all members' contributions. Provide mentoring or coaching opportunities to members exhibiting insubordinate behavior. Help members understand the potential impact of insubordination on their opportunities

for career advancement and success. When addressing insubordinate behavior, provide constructive and specific feedback. Clearly articulate the problematic behavior, it's potential impact on other members, and expectations for improvement.

Keep a record of any incident, including dates, times, and descriptions of the behavior to use if escalation is necessary. If behavior persists despite interventions, notify SCA staff who can help you and support you to determine the next course of action.

Obstinate and Defiant Behavior

Obstinate behavior refers to a stubborn and inflexible attitude or conduct where a member resists change, refuses to comply with request or instructions, or is unyielding in their opinions or actions. A member displaying obstinate behavior often persists in their stance, despite reasoning or persuasion.

Defiant behavior involves openly resisting or opposing authority, rules, or social norms. Defiant individuals may challenge rules, refuse to follow instructions, or engage in confrontational actions.

Leaders need a combination of firmness and empathy, and act as a positive role model.

It can feel challenging to work with members displaying obstinate or defiant behaviors. Addressing these behaviors requires a thoughtful and strategic approach to promote positive change. Leaders need a combination of firmness and empathy. Within acceptable boundaries, provide these members with some degree of control by offering choices, which can help them feel more empowered and reduce resistance.

Leaders acting as positive role models, demonstrating respectful and cooperative behavior, and working to set that as an attitudinal norm can positively influence these members' behaviors. As with other behaviors, use positive reinforcement to reward positive behaviors with praise and logical rewards. Positive reinforcement goes a long way to motivate members to comply with expectations. Approach the member with curiosity and wanting to seek understanding. There may be underlying reasons for obstinate or defiant behavior, such as unmet needs, frustration, or other factors contributing to the resistance. Create a safe space for members to express their thoughts and feelings. Active listening can help build understanding and trust. Addressing causes can be essential for lasting change.

Responding with anger or frustration may escalate the situation.

When a member exhibits these behaviors remain calm and composed. Responding with anger or frustration may escalate the situation. Consistency, clear communication, and a focus on promoting positive alternatives are key elements in addressing and modifying these challenging behaviors. Help these members develop problem-solving and conflict resolution skills. Encourage them to discover constructive ways to express their needs and concerns. If a leader needs to apply consequences, they should be fair, proportionate, and relate to the behavior– ensure that members understand the connection between their actions and the consequences. Involve support systems as a leader and for them as a member when needed and possible.

Group Think

Group think is when people place a desire for agreement some people say is consensus, but it's actually agreement above their desire to reach the right decision. This prevents people from fully exploring alternative solutions.

Group think may come in conjunction with evaluation apprehension, when a negative group dynamic stems from team members' perceptions. Evaluation apprehension happens when people feel they are being judged excessively harshly by other group members, and they hold back their opinions as a result. \

Mental Health Topics

Homesickness

Homesickness is a common human experience and can affect individuals of all ages. When a member has difficulty adjusting to this new or unfamiliar environment a feeling of distress or emotional discomfort can rise from being away from home or another familiar environment. It can affect one's ability to engage fully in new experiences and can hinder the development of social connections. In many cases, homesickness is temporary, and individuals gradually adjust their new surroundings. As they become more familiar with their environment, build connections, and establish routines, the feelings of home sickness often diminish.

Presentation	Response
Homesickness is characterized by emotional distress, often accompanied by feelings of sadness, loneliness, or anxiety. Members may feel a sense of longing for familiarity and comfort of home. A member may become physically or emotionally withdrawn and may have a harder time feeling connected to other members. Members may be sad or depressed, especially if spending time alone. They may express sadness when talking about their home life. Physical symptoms can include headaches, stomachaches, difficulty, sleeping, and changes in appetite.	Help facilitate a smooth adjustment to the new circumstances. Often, leaders talking to the member about their home life with curiosity and intent help mitigate home sickness. Asking about things they like back home is also helpful. It can be helpful for the member to figure out ways to stay connected with loved ones, even while absent. And while chatting with the member, the leader is establishing relationship and connection with the member. Facilitating connections with peers, creating a sense of familiarity with a new environment, and engaging in activities that provide comfort and relaxation all help mitigate homesickness.

Withdrawal or Isolation

Withdrawal or isolation is when a member is physically distanced, and/or sits or stands outside of the majority of the group members. There are a multitude of reasons someone could be withdrawn from the other group members.

Presentation	Response
The member does not contribute to group discussion, wonders off alone, and doesn't seem to have any close friends within the group members. They are often physically distanced.	If leaders notice these behaviors, check in with the individual. There could be many reasons for withdrawal or isolating oneself, including homesickness, feelings of discrimination, fatigue, and many more.

Trauma Disclosure

Trauma disclosure is sharing information about personal experiences that may include abuse, assault, or other traumatic events.

Presentation	Response
Sometimes a member might disclose past trauma or previous diagnosis, either to a fellow member, a leader, or in a group setting.	If someone discloses trauma, whether to an individual or the whole group, be sure to acknowledge their experience and the fact that they shared that. Offer affirmations ("I'm sorry that happened" or "I am glad you are here.") Follow up with this person later in a less public setting to show your continued support. Since the sharing could be for many reasons, a simple check-in can start to clarify what your next steps might be.
*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 <u>mandatory reporters</u> have a duty to report these circumstances or suspicions to the authorities.	

Anxiety Symptoms

Anxiety is when someone is nervous, tense, or worried about an event or situation seemingly beyond healthy stress levels.

Presentation	Response
A member working with anxiety may express these apprehensions out loud, or they may experience these thoughts without sharing them—leaders may pick up on behavioral clues. Anxiety can be accompanied by physical changes, such as elevated heart and respiratory rates, perspiration, shaking, or dizziness. Anxious thoughts may make it difficult for the member to function as a productive member of the group, to socialize with other group members, or to maintain their basic self-care. An anxious person may ask many questions, especially future oriented (concerns) or express an inability to continue.	Leaders present to the person exhibiting anxiety with calmness, care, and connection. If possible, respond to questions and provide information as you are able. In fact, leaders can ask things like "what information about our afternoon plans would be helpful to you?" Having a fairly predictable routine can ease some people's anxiety. Them seeing the leader behaving in a calm manner can help them do the same. Having a conversation that stays in the present, such as asking about the lunch they are eating or the work they are doing now can help bring them back to the present. Sometimes even asking about the day before can help them remember that the day worked out well.

Panic Attack

A panic attack is a sudden and intense episode of fear or anxiety, usually without warning. After a usually rapid onset, the peak intensity typically is reached within 10 minutes—attacks can reoccur continuously. Experiencing occasional anxiety is a normal part of life; a panic attack is characterized by a more intense and overwhelming sense of fear that may feel disproportionate to the situation.

Presentation	Response
Panic attacks can be very distressing and are often accompanied by physical and cognitive symptoms. A member experiencing a panic attack can present as fight or flight. Physical symptoms can include rapid heartbeat (palpitations), sweating, trembling or shaking, difficulty breathing or a feeling of choking, chest pain, paralyzing fear, nausea or abdominal distress, chills or hot flashes, and/or tingling in the fingers or toes. Cognitive symptoms include fear of losing control or going crazy, fear of dying, feelings of unreality or detachment from oneself (derealization), feeling detached from one surroundings (depersonalization). After a panic, attack, individuals may feel exhausted, emotionally drained, and may be concerned about the possibility of future attacks. This worry can contribute to a cycle of anxiety.	Leaders present to the person exhibiting a panic attack with calmness, care, and connection. If possible, employ distractions. Ask the person to feel their feet on the ground—maybe take a few steps feeling the ground. Then use the sense of smell and identify smells. Do the same with sound and sight. Focusing on a tree or touching a tree can help. Leaders can have the member deep breath with them being sure to breath out longer than the in breath. Tell them that the feelings will pass. Stay with the person until the symptoms subside. If the leader can identify the cause of the panic attack, seek to remove the cause and that might stop the attacks from recurring. This gives more time to figure out next steps. Support from a mental health professional is advisable.

Depression Symptoms

Depression is extreme and prolonged sadness or despair that disrupts an individual's ability to engage in daily tasks.

Presentation	Response
Depression-like symptoms can look like sadness or withdrawal. Some people express worthlessness and in extreme cases can express suicidal thoughts. Depression is a clinical diagnosis and people can also describe depression-like symptoms in response to temporary life circumstances and associated feelings.	Leaders cannot cajole a member out of depression. However, find ways to meaningfully engage with this person to help them participate in group activities. Create interactions and experiences where they contribute to the program. Possibly point out your appreciations of their contributions and observations of other people appreciating them.

Post-Traumatic Stress (PTS)

Post-traumatic stress can cause people to relive traumatic experiences, triggering emotional and physical responses. Traumatic events may have included assault, combat, a natural disaster, or another accident.

Presentation	Response
This number may startle easily, which could seem like an overreaction to some people. The member may have trouble, concentrating, difficulty, sleeping, and grief around their traumatic loss.	As possible, avoid and remove triggers or activators. Be patient and respectful with the member. Show Rest support by using good listening skills.

Body Dysmorphia

Body dysmorphia, also known as body dysmorphia disorder (BDD), is a mental health condition characterized by obsessive preoccupation with perceived flaws or defects in one's appearance. These individuals can be intensely focused on specific aspects of their appearance, often to the point where these perceived flaws or defects are magnified and distressing, even if others do not see them as significant.

Presentation	Response
A member with body dysmorphia or body image concerns may have a difficult time engaging positively in some of the program's everyday activities, such as mealtimes and swimming or wading. They may engage in excessive mirror-checking and grooming rituals, compare their bodies to others, spend time concentrating on a minor defect (presenting as compulsive behavior), and often experience depression. They usually hide their thoughts so body dysmorphia can be hard to identify.	Leaders should be mindful of general group conversations and attitudes towards body image and food. Many people experience body image concerns occasionally, which is different from body dysmorphia.

Disordered Eating

Disordered eating is a mental health condition characterized by irregular eating habits, concerns about bodyweight or shape, and often an intense preoccupation with food and body image. Eating disorders have serious physical, emotional, and social consequences and typically manifest as extreme behaviors related to food and eating. There are several types of eating disorders, each with its own specific characteristics including anorexia nervosa, bulimia, nervosa, binge-eating disorder, avoidant or restrictive food intake disorder (ARFID), and other specified feeding or eating disorder (OSFED).

Presentation	Response
Past or current eating disorders can affect how a member responds to group meals on programs. Possible signs include eating very little or giving their portions away, disappearing after mealtimes, and asking about future meals very frequently (which may be an anxiety about what, when, and/or how much food). Eating disorders often coexist with other mental health conditions, such as depression, anxiety, or obsessive-compulsive disorder. Earlier symptoms and signs of disordered eating include dizziness, fatigue, constipation, irritability, difficulty concentrating, trouble sleeping, and menstrual irregularities. Eventually, complications such as muscle wasting, thinning hair, bone loss, tooth decay, anemia, digestive problems, heart, problems, seizures, depression, or suicide ideation can present.	It is important that everyone gets the nutrients and calories they need while on the program. To do this, leaders maintain a positive culture around food during the program. Frame food and calorie intake in terms of health, stamina, and energy level. Be sure everyone gets at least one portion before offering seconds as an option if that's available. If there is food left over, do not force anyone to finish it. Keep an ear out for negative talk around food that might affect others. Address concerns you have with members in a one-on-one setting.

Self-Harm, Self-Injury, and Self-Mutilation

These are terms used to describe the intentional act of causing harm to oneself regardless of the specific method or intent. Often used interchangeably, these terms refer to behaviors where individuals engage in self-inflicted injuries, which can manifest in various ways. It can include cutting, burning, biting, hitting, or other actions that cause physical harm. People who self-harm can use more than one method to harm themselves. The underlying motivations for self-harm vary, and include coping with emotional pain, expressing distress or depression, attempting to regain a sense of control, or punishing oneself. There is often an upsetting event that activates or triggers an urge to self-harm. Some people self-harm a few times and stop. For others, self-harm is a long-term repetitive behavior. Self-harm can provide a temporary sense of relief, which is the draw for engagement.

Presentation	Response
Individuals may go to great lengths to conceal their self-harm behavior and may tend to spend extended periods of time alone or in isolation. Possible signs include scars, fresh cuts, scratches, bruises or burns, keeping sharp objects on hand or in personal belongings, wearing long sleeves or long pants (even in hot weather) or claiming to have frequent accidents or mishaps. There might be blood on clothing or personal belongings. Most frequently, the arms, legs, and front of the torso are the targets of self-harm because these areas can be easily reached and easily hidden under clothing. Any area of the body may be used for self-harm.	Any observation, report, or suspicion of self-harm should be immediately reported to the position supervisor via position call guide. The SCA staff will help determine the next steps. It is crucial to approach discussions around self-harm with sensitivity and empathy. Avoid judgment and expressing concern. Ask the member to reach out to leadership or SCA staff if they feel an urge to self-harm or if self-harming behavior occurs. Help the member manage stress, including getting adequate and consistent sleep and proceeding at a pace that is comfortable. Offer coping skills, such as physical activity or relaxation exercises as part of the daily routine. Usually, mental health professionals need to be involved to provide support and guidance for developing healthier coping mechanisms. Therefore, probably SCA staff will encourage the person to speak with an SCA provided counselor and/or seek professional help.

Substance Misuse

Substance use, abuse, and addiction describe a spectrum of behaviors related to the consumption of psychoactive substances, such as alcohol or drugs. Substances include prescribed and over-the-counter (OTC) medications, alcohol, marijuana, and illegal substances. Use of these substances must align with the SCA policy, partner policy, and AmeriCorps policy (if applicable).

Substance use describes the consumption of substances for medical, recreational, or social reasons. It is responsible use without significant negative consequences.

Substance abuse involves a pattern of using psychoactive substances in a way that continues despite the awareness of harmful consequences (e.g., impaired functioning in daily life, health issues, or legal issues). It may involve a lack of control over substance use, and an inability to cut down or stop using despite negative effects.

Substance addiction, or substance use disorder, is a diagnosable condition, characterized by compulsive, substance use, loss of control, overuse, and continued use despite adverse consequences. Addiction involves behaviors, such as cravings, tolerance (needing more of the substance to achieve the same effect), withdrawal symptoms, and a preoccupation with obtaining and using the substance.

Presentation	Response
Signs of substance abuse or addiction include repeatedly neglecting responsibilities, use in dangerous situations (e.g., drinking and driving, mixing alcohol with prescriptions), adverse or antagonistic behavior (e.g., disputes, fighting), worsening relationships among members or others, and consuming substances to de-stress. Other indications of misuse include using someone else's prescribed medication, ingesting medications in ways other than manufacturer's intention, over-use, or use that adversely effects or impairs ability to productively participate or contribute to the program.	Monitor substance use. Look for and listen to signs that these issues are negatively influencing the other group members or other individuals. Drug and alcohol issues are mental health issues and medical disorders, meaning some form of treatment is 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 supportive. Help the individual to find healthier coping strategies to manage stress, loneliness, boredom, or whatever issue they are using substances to deal with.
Leaders should observe, record, and report to their position supervisor via position call guide any early indication alcohol or substance misuse. The SCA will manage these issues in accordance with the SCA and partner policies and with the interests of both the individual and team members in mind	

Suicide Ideation

Suicidal ideation describes a spectrum of thoughts or fantasies individuals may experience regarding their death. 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.

Some see primarily two categories of suicidal ideation: passive or active. Passive threats of suicide may include someone disclosing these thoughts directly to a leader, or a leader could hear statements of low self-worth, or lack of desire to continue. Another member might come to a leader with a concern about someone else. Active means this person has the intent, a plan, and the means to carry out their plan and is a threat to life.

Because suicide ideation is experienced on a continuum, ideation alone is not necessarily criteria for separation from their program. The individual's openness, willingness to seek help, and day to day functioning are important factors the SCA leadership staff to consider.

Presentation	Response
A member engaging in frequent or unusual discussions about death, dying, or the afterlife may indicate suicidal thoughts, and it may not. If an individual has previously attempted, they are at risk of experiencing suicide again. Engagement in reckless or self-destructive behaviors, such as dangerous physical activities or substance-abuse, may suggest a lack of concern for personal safety and suicide ideation. Sudden and significant changes in mood, such as persistent sadness, irritability, or a sense of overwhelming despair may accompany suicidal ideation. Social withdrawal and isolation can be a sign of distress and individuals with suicide ideation may distance themselves from friends, family, or social activities.	Leaders respond to signs of suicide ideation with empathy, understanding, and immediate action. Leaders always reach out to the position supervisor for support if a member expresses having suicidal thoughts or if they suspect that a member is struggling with suicidal ideation. In emergency circumstances, provide immediate intervention by calling 911/988. The SCA leadership staff will help determine an appropriate response, which could involve staying on the program with adjustments or accommodations, leaving the program for a period of time, or leaving for the duration of the program. An SCA provided counselor may also be available to speak with the member. A leader's role as a helper is to support and not diagnose or determine the best course of action.

The Leader's Toolkit

The leader's toolkit outlines the SCA's accepted techniques a leader can employ to navigate challenges and support 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 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.

Leaders should consider several things for their "coping toolkit":

- The position call guide (SCA can access crisis support help and guidance)
- Inspirational quotes or affirmations
- Mindful breathing exercises
- Links to meditation apps
- Playlists to suit different moods
- Stress balls, fidget toys, modeling clay, slime, or bubble wrap to pop
- Names of people you can call, text, or write for support
- A list of nervous system hacks (e.g., doing 25 jumping jacks, splashing cold water on your face)
- Tea, candy, or snacks
- Funny cartoons or memes
- Coloring books for adults, collage materials, and art supplies
- A list of favorite movies or shows.

Identify & Meet Basic Needs

Identifying and meeting basic needs is a fundamental responsibility of leaders. Meeting these needs creates a supportive environment that fosters well-being, engagement, and productivity. 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. Leaders know some of members' needs, including their need for healthy food, safety, shelter, and adequate rest. These can be identified and delivered through assertive care—especially at the beginning of programs.

Throughout the program, being sure that members' basic needs are met, and that members are learning how to meet their own and others' basic needs, contributes to members' and the program's success in numerous ways. Frankly, if basic physical, safety, and social needs are not met, then it is harder for members to be present and learn the skills, attitudes, and behaviors the SCA wants them to leave with at the end of a program. Not meeting these basic needs also compromises the safety of the program for members and leaders. 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.

Members arrive at programs using coping mechanisms and skills they have readily available to communicate an unmet need, oftentimes on a subconscious level. Leaders should remember that the behaviors they observe is communication.

> Behavior *is* communication.

Leaders address basic needs through:

- **Communication and active listening** that establishes open line of communication through regular conversations. This allows leaders to identify individual member's needs, concerns, and aspirations.
- **An individualized approach** that recognizes different members may have different needs, which allows leaders to tailor their support and resources to each member's requirements.
- **Regular check-ins** conducted with members to assess their well-being and discuss challenges they may be facing create opportunities for dialogue about needs and expectations.
- **Providing emotional support** and being a tuned to the emotional needs of members, especially during challenging times.
- **Fostering an inclusive and diverse environment** where members can feel a sense of belonging. Leaders continually address diversity and inclusion.
- **Providing resources**, including access to tools, technology, training, and any other resources essential for their roles, ensures that members are better able to perform their jobs effectively.
- **Recognizing and appreciating** members' efforts to fulfill their psychological needs for validation. Validating members' efforts contribute to satisfaction and member motivation.
- **Providing regular feedback** for positive performance, and constructive feedback to help members know how they can better contribute to the program's success.
- **Supporting a healthy work life balance** by appropriately encouraging breaks and respecting personal time.
- **Prioritizing health and safety** through creating a physically, emotionally, and socially safe work environment, providing appropriate training, and using nonnegotiable care to set appropriate norms.
- **Addressing conflict promptly and fairly** helps create a harmonious environment and foster positive relationships.

Coaching & Motivational Interviewing

Coaching and motivational interviewing helps members recognize their strengths. Through coaching, leaders can enhance a member's motivation, strengths, and resources for perseverance. Coaching, especially using motivational interviewing (MI), is a client-centered approach that helps members explore and resolve ambivalence about behavior change. Ambivalence is when someone argues or finds reasons against change, even though they recognize a need for change. When applied with workforce readiness in mind, this coaching can be a powerful tool for supporting members in identifying and addressing barriers, setting goals, and building the motivation to enhance their employability and skills development. MI encourages members to explore their values and goals. In the context of workforce readiness, coaching involves helping members clarify what they want to achieve in their program and their careers. Identifying personal and professional values, and aligning these with potential career paths is a key component to the SCA's programs. Often members are at the SCA to explore career paths in conservation.

Through coaching and MI, members can recognize and leverage their strengths and internal resources. Leaders help members identify transferable skills, acknowledge past achievements, and build confidence in the member's ability to navigate the program setting. Affirmation and validation (discussed in this chapter) are integral to the spirit of coaching and MI. They help create a positive, empathetic, and collaborative environment that encourages individuals to explore their motivations, express their concerns, and work towards positive change.

Members already have much of what is needed for growth within them. The leader, or coach's, job, is to call it forth. The 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**

For coaching to be effective there needs to be:

- **Engagement** built from rapport and trust. This foundation of trust is crucial, as members may have varying levels of comfort or apprehension about their work in the program.
- **Focus** on 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** where 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 members. At the same time, a non-confrontational approach to addressing barriers and obstacles, including exploring challenges, such as behavioral or personal issues, can help members approach these with their strengths in mind.
- **Planning** includes a collaborative process to set realistic and achievable short term and long-term goals. The leader may serve as an advisor in the planning stage to ensure both commitments to change and a specific plan of action is developed. Leaders should avoid the temptation to "fix" a member or their issues.
- **Celebration** of successes— tiny, modest, and big ones. Noticing successes related to skill development, attitude shifts, or behavioral changes helps reinforce positive behaviors, motivation, and the development of skills and mindset necessary for future successes.

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

Leaders should strive for signs of a member's progress, not "perfection." Leaders should be cognizant of their members' personal journeys, and that these journeys extend beyond the bounds of their SCA experiences. When coaching, leaders respect members' autonomy, which means empowering members to make informed choices and taking ownership of their journey toward becoming workforce ready. Leaders provide information in a supportive and non-judgmental manner knowing that members' own reasons for resolution and growth are most likely more persuasive than anything leaders may provide. A leader's role is to elicit and support members' reasons and desires for change that likely they already have and can be elicited through the leaders change-talk with them.

Open-Ended Questions

Open-ended questions are fundamental to the practice of coaching or MI. When leaders ask open-ended questions, they invite members to think, reflect, and elaborate, which encourages members to express their thoughts, feelings, and perspectives, in a more detail and thoughtful manner then when asking closed questions. In contrast, closed questions ask for specific information and can usually be answered with a simple "yes" or "no." Open questions promote conversation, which the leader uses to guide thoughtful inquiry. This inquiry can be with group members as a whole reflecting on the day, project progress, or future project strategies, and it can be with individual members as part of the coaching process.

The goal in using open questions is to create a supportive and non-confrontational environment that facilitates positive change and empowers members to move toward their goals and the SCA goals. Leaders use open questions to show genuine curiosity and send messages of caring by eliciting members internal thinking and feeling.

Members may have conflicting feelings or ambivalence about behavior changes. Open questions help explore this ambivalence by allowing members to express many sides of their issues. Open questions can encourage change talk, or statements made by members that expressed their motivations, commitments, or reasons for change, which helps members articulate their desires for positive change. The reflective process is crucial for building awareness and motivation for change.

Asking open questions allows the coaching relationship or MI to empower members to engage in decision-making about their own lives. This approach supports autonomy and self-directed change. Members are more likely to change when they feel heard and understood. Using open questions in conjunction with coaching provides the space for members to explore the feelings and thoughts without feeling pressured or judged.

Examples of open questions are:

- Can you tell me more about your experiences with [topic}?
- How do you envision your life if you were to make this change?
- What are your thoughts about [specific behavior] and its impact on your life?
- What things do you value in [area of focus]?
- How have you tried to address this issue in the past?
- What are your concerns or reservations about making a change?

- 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 would you approach this problem?
- Can you share your perspective on the issue?
- How might you approach the next time you are… [partnered with a person, leading the group, feeling low, etc.?]

Affirmation & Validation

Affirmation and validation are often used interchangeably and are essential to coaching or MI. They contribute to creating a supportive and empathetic environment that helps foster trust and collaboration. Coaching at the SCA is inherently strength-based and affirmations align with this approach by focusing on the members strengths and positive qualities, which enhances members motivation by emphasizing their capabilities! Both affirmation and validation contribute to building a collaborative and cooperative relationship, which is crucial for effective engagement in the change process. Affirmation and validation support the principle of autonomy and help to build collaborative relationships, both are parts of the SCA's coaching values. By recognizing the members feelings, strengths, and efforts, the leader communicates respect for the members autonomy in decision-making.

Affirmation is the act of asserting something is true. <u>Affirmation is used to:</u>

- **Recognize and acknowledge strengths**, efforts, and positive qualities, which helps build self-esteem and reinforce the belief that the member has the capacity for positive change.
- **Highlight progress**, including any positive changes, efforts or progress the member have made—no matter how small. This recognition reinforces the member's motivation and commitment to change.
- **Encourage self-efficacy** by reinforcing the members belief in their ability to make positive changes it communicates confidence in the persons capacity to overcome challenges.
- **Promote a positive and supportive atmosphere** conducive to open communication and collaboration. That helps during the coaching process and beyond.

Affirmations and validations integrate into coaching and MI by supporting the strength-based approach. This approach enhances the member's motivation by emphasizing their capabilities. By recognizing the member's feelings, strengths, and efforts, the leader communicates respect for the member's autonomy in decision-making.

Affirming messages relevant to each stage of group development are in the Group Formation section of this chapter.

Validation is confirming something (such as a feeling). <u>Validation is used to:</u>

- **Acknowledge feelings** and validate the members feelings and experiences without judgment. This creates a safe space for the member to express themselves and explore their ambivalence.
- **Demonstrate empathetic understanding** of the members perspective, even if it differs from the leader's views. It communicates that the members feelings and experiences are valid and worthy of consideration.

- **Normalize ambivalence**, which is a common part of the change process. Acknowledge that mixed feelings about change are natural.
- **Reduce defensiveness** because when members feel heard and understood, they are less likely to become defensive and more likely to engage an open and honest communication about their motivations and challenges.

Leaders should validate the being, thinking, doing, and feelings members exhibits, 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. Leaders use much of their speaking time to reflect back what they 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. Effective reflective listening keeps a member engaged and talking. Leaders can also choose which aspects of the message they want to reflect in a way that helps guide the member toward 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 sincere and attentive listening.

When appropriate to the conversation, leaders 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 starting 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…"

Contracting

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

Contracts are created in progressive stages:

    a)   Review and update crew commitments

    b)   Verbal contracting

    c)   Written behavior agreement

Review & Update Crew Commitments

Crew commitments should be designed by the crew and align with the SCA policy, practice, values, and mission. Leaders act as coaches through this process. 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 Procedures

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 group. Verbal agreements are most effective when all involved parties have input into the agreement and the preventive or corrective strategies outlined. *During routine check-ins, leaders notify the position supervisor about each verbal contract initiated.*

A verbal contract should:

- 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 Behavior Agreement 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. All involved 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 all written behavior agreements.*

A written behavior agreement should:

- 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.
- Date and sign the contract by the parties involved.
- Revisit the contract often. Praise accomplishments and revise as necessary to stay current and relevant.

Broken Contract Procedures

Position supervisors should be consulted as soon as 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. In accordance with the SCA's mission of increasing members' work readiness, dismissing a member is a last resort and is typically reserved for blatant, obvious, and direct safety concerns. Only the SCA staff can dismiss a member; position supervisors are required to consult with the HR and Safety Departments prior to dismissing a member.

Offering Choice

Offering choice supports autonomy and responsibility. It is the leader's responsibility to maintain an atmosphere of choice. 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). This includes whether members choose to do something, choose a behavior, or choose an attitude. Having had as much autonomy in choice, as safe during their SCA program, members may leave feeling responsible for their choices and actions.

> *At the heart of engagement is choice and control.*
> **- Winemen**, 2002

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." Leaders can certainly give an opinion, but then they should let the participant think over the options and make their own choice.

Conscious Choice

Conscious choice (authentic, real, reliable) is central to a member owning an experience of personal empowerment. *Choice* is often defined as an act of selecting between two or more possibilities–a seemingly straightforward definition. However, choice is a complex relational and dynamic process that requires closer examination and nuanced analysis.

A great deal goes into a person's ability to make conscious, self-affirming choices that also consider other people and the environment. One's emotional and cognitive development as well as their cultural context influence their choice making abilities. The SCA advocates for helping people to learn and practice choice making skills, including how to be present (conscious), learning what it means to make choices from a supported and grounded place, and how to determine of course of action that serves their interest without unnecessarily, diminishing others or the environment.

When people have choice-making skills and are developmentally able to make healthy choices, are present (conscious) and making a choice from a supported or grounded place within a system or container, and understand the boundaries of the system and container, the choice can be said to be conscious or authentic. Often members may not know how to make conscious choices and may need more education about choice. At first members choices may be tentative and that is okay. Leaders should teach about choice to help increase healthy personal empowerment and work readiness as a result of their SCA experience. Leaders need to avoid coercion.

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

a)   **participation by choice** – the leader invites participation.

b)   **conscious choice** – 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** – members are encouraged to challenge themselves to a level they want.

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

Participation by Choice

Participation by choice is where the leader invites the member to participate in an activity or role, in Waze that feel comfortable to the member, versus mandating participation. This sort of invitation has been shown to elicit lower levels of anxiety, a higher degree of perceived choice, and higher degrees of meaningful involvement when compared with the challenge-by-choice approach. Leaders should employ genuine invitation. Coercion should 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, 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 a high level of perceived challenge,

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 and conscious choices.

When employing challenge by choice, the line between pushing and encouraging becomes thin. 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. The SCA want members to leave programs having increased their judgment and that involves listening to oneself.

Healthy Choice Fosters Empowerment.

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 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.

De-escalation Techniques

De-escalation action refers to a set of strategies and techniques aimed at reducing the intensity of a situation, conflict, or state of being. De-escalation techniques embody assertive care. The strategies can help calm emotions and prevent the escalation of conflicts or challenging situations. For the SCA, de-escalation is grounded in the idea of resolving conflicts or diffusing potentially volatile situations in manners that prioritize safety, communication, and the well-being of all parties involved. During the SCA programs, de-escalation often involves helping members who have become dysregulated, and are so out of their window of tolerance, to regain their regulation (called co-regulation).

Leaders work to recognize early warning signs of agitation or distress. Early intervention can prevent situations from escalating to the point where more significant interventions are required. In that way, de-escalation actions are part of a broader approach to crisis prevention by creating a path toward resolution and minimizing the potential for harm or further escalation. Leaders should be trained in conflict resolution techniques, communication skills, and crisis intervention strategies. Leaders can de-escalate an individual member's behavior or group situations.

De-escalation actions incorporate:

- **Safety first**—the primary goal of de-escalation is to ensure the safety of everyone involved, including the members experiencing distress and those responsible for de-escalating the situation.
- **Calm controlled presence of the leaders**—helps create an environment that is less likely to provoke already heightened emotions and reactions.
- **Active listening**—by demonstrating empathy and understanding of the concerns and perspectives of the members involved. De-escalators can establish rapport and open lines of communication.
- **Non-threatening communication**—is key to de-escalation. Avoid confrontational tones; choosing words carefully can contribute to a more positive and less confrontational atmosphere.

- **Empathy and understanding**—acknowledge feelings and concerns to help build trust, which facilitates problem-solving skill development.
- **Respect for personal space**—is essential to avoid feelings of threat or discomfort. Maintaining a safe distance contributes to a sense of security and reduces the likelihood of aggressive actions. If leaders believe touch may be appropriate, always ask first before attempting to touch someone.
- **Avoidance of power struggles and confrontations**—instead of asserting authority, focus on collaboration and finding common ground.
- **Offering choices**—provide members with choices. Options can empower them and reduce feelings of helplessness, which may currently be displayed as an angry outburst.
- **Problem solving orientations**—identify issues or activators and work collaboratively to find solutions to diffuse tension and behaviors.

Grounding Techniques

Grounding techniques can also be preventive. 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. Members can breathe in on a three or four count and breathe out on a four or five count. Breathe out longer than the in breath to avoid hyperventilation.

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. Though, sometimes slowly and quietly walking, can help bring a person back to calmness.

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.

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 themself 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 hyperarousal, 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.

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 themself, 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

Inner resourcing prompts the member to draw from their inner strength and previous experiences.

Examples of self-resourcing techniques include:

a) Giving the self a hug by placing both hands over the heart.

b) Positive self-talk and affirmations.

c) 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. Leaders can coach members and provide space within the group or program context to build social connections among members.

Examples of social connection 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 member(s).

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

Distract

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.

Redirect

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?"

Definitions Related to Specific Groups of People and Ethnicity

These definitions are provided to help leaders understand and use terms that are often associated with race, gender, and some related areas. This list is not meant to be exhaustive. Over time, some of these definitions may change or may be different from a member's preferred definition. Many of these definitions are courtesy of Yerkes, R., Mitten, D., Warren, K. (2022). Diversity, equity, inclusion, and belonging field guide: stories of lived experiences.

Ability and Ableism

Ability is the quality or state of being able (including physically and cognitively) as well as having the power, skill, means, or opportunity to do something.

Ableism can refer to either individual or institutional actions and language that disadvantage or disempower people with disabilities, people experiencing disabilities, or disabled people. Ableism can target mental, physical, and emotional disabilities as well as people who are neurodiverse.

Audism is a belief that the ability to hear makes one superior to those who do not hear or have hearing loss. This attitude, based on pathological thinking, results in a negative stigma towards anyone who does not hear. Audism judges, labels, and limits individuals on the basis of whether a person hears and speaks. Audists are people, hearing or deaf, who support this perspective. According to Humphreys who coined the term in 1975, was describing a term discrimination against persons who are deaf. Autism manifest when people continually judge, death peoples intelligence, and success on the basis of their ability in the language of the Hearing culture.

Deaf gain *reframes "deaf" as a form of sensory and cognitive diversity that has the potential* to contribute to the greater good. In the most general sense, society at large has benefited from the existence of deaf people and sign language. One significant example of deaf gain is closed captioning.

Deaf space refers to the rich sensory *world where vision and touch are a primary means of spatial awareness and orientation* and that deaf people inhabit. When deaf people get together, they often work together to rearrange the furniture into a "conversation circle" to allow clear sightlines so everyone can participate in the visual conversation. Gatherings usually start with participants adjusting window shades, lighting, and seating to optimize conditions for visual communication that minimize eye strain.

Race, Racism, and Other "isms"

Affinity bias describes unconscious preferences many people have for people who are more like them.

Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age.

Ally(ies) is person who makes the commitment and effort to recognize and eliminate their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed people in the struggle for justice. Allies understand that it is in their interest to end all forms of oppression, even those from which they may benefit in direct or indirect ways.

Allyship is a philosophy rooted in action; it demands doing what is necessary to recognize and subvert systems of oppression. Allyship is a process, is based on trust and accountability, looks different for everyone based on their identities, experiences, and spheres of influence, and is not self-defined (i.e., you don't label yourself as an "ally"). Allyship has been critiqued as being too passive and replaced by accompliceship and coconspirator. For a more robust discussion of this topic see the article "Accomplices not Allies" as well as www.whiteaccomplices.org.

Androgyne is a term for a person identifying gender outside of the gender binary. Androgynous is a gender expression that has elements of both masculinity and femininity. It is occasionally used in place of "intersex" to describe a person with both female and male anatomy, generally in the form "androgyne."

Antiracism is the consistent practice of identifying and challenging racist (system of advantage based on race) actions and ideas. This work is accomplished by changing systems, organizational structures, policies and practices, and attitudes and by redistributing power in a racially equitable manner.

Antiracist is someone who supports policies that seek to dismantle advantages based on race through their actions or expressing ideas against such systems. This includes the expression that racial groups are equals and support of policies that reduce racial inequity.

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.

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 (adultism), 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 linguistical, 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.

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.

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

Agender means not having a gender. Some agender people describe it as a "lack of gender," while others describe themselves as being gender neutral. People use genderless or genderfree to mean more or less the same thing.

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 themself 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 actuality 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).

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

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

LGBTTTQQIAA or LGBTQAI2+ – 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 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 1/1/2024

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.

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 <u>will</u> is used to communicate policy. Policies are numbered.

Procedure – a plan of action informed by and consistent with approved policies and preferred practices. <u>Background</u>, <u>Prevention</u>, and <u>Safety Briefings</u> 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.

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

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

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

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

Staff – personnel employed to manage or coordinate SCA programming.

Leader(s) – 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.

Program Time – any time used to deliver learning outcomes, program logistics, or other programming goals or methods wherein any level of supervision by leader(s) or staff is designated or assumed.

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).

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.

Pre-Approval – an activity or decision that requires the position supervisor's authority. The position supervisor's authority is determined by either the contractual agreement, standard operating procedure, supervisory direction, or judgement.

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

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

Professional Ethics

1.5 Leaders and staff will refrain from actual or apparent conflicts of interest. Additional information is available in the Employee Handbook.

1.6 Leaders and staff will not use or reproduce SCA proprietary material without authorization.

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

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

Alcohol, Tobacco, & Substance Use

1.9 SCA personnel 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, SCA personnel 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 they are medically prescribed marijuana and cleared as part of pre-program medical screening.

1.12 SCA personnel 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 SCA personnel 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 SCA personnel 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 Members and leaders will not 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 Leaders and 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 SCA personnel will not post material or content contradictory or in conflict with SCA statements, messaging, publications, or website.

1.22 Unless authorized to do so, SCA personnel 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 Leaders will only lead member populations, conservation service work, and program activities for which they are qualified.

1.25 Leaders and staff will maintain a CPR certification to supervise members.

1.26 A certified wilderness first aid (WFA; or equivalent 16-hour course first aid course, exclusive of CPR certification) will supervise each frontcountry-based crew.

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

Supervision

Definitions
Direct Supervision – Members within sight and sound of a leader or staff person.
Indirect Supervision – Members within sight or sound of a leader or 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 leader, staff person or partner site supervisor.

General Supervision

1.28   The minimum leader-to-member ratio will not exceed one leader 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.

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

1.30   Leaders 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
- leaders or 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

1.31   Minor members will be within direct (sight and sound) or indirect (sight or sound) 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."

1.32   Leaders, staff, and partner personnel 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.

1.33   Crews involving minor-aged members will be accompanied by at least two leaders or a leader and a designated responsible adult.

Remote Supervision

1.34   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.

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

1.36   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 leaders or 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).
Program Time – Any time used to deliver learning outcomes, program logistics, or other programming goals or methods wherein any level of supervision by leader(s) or staff is designated or assumed.

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

1.38   Leaders/staff location will be known to members, and leaders/staff will be available to monitor and respond to emergencies, social/emotional wellbeing, and group culture during downtime.

Off-Duty & Off-Program 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). Also off-program time.

Background & Prevention

Many SCA programs are long and provide for breaks, such as weekends, holidays, and in between hitches. Personnel should utilize "off-duty" time to recharge and prepare to return to the program. In preparation for off-duty times, members should be advised to be responsible and to appropriately represent the SCA. Leaders and 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 and leaders should inform staff of their intended itinerary, contact information, and the expected return and/or check-in time. Leaders and 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. Leaders and staff who join members for off-duty activities do so as peers and fellow activity participants.

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

1.40   Transitions between "off" and "on program" (and vice versa) will be marked and communicated to members, including accompanying behavioral and role

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

1.41   Leaders and staff will not guide or lead off-duty activities.

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

1.43   SCA policies and expectations will apply during times designated as off-duty in SCA or partner provided housing, vehicles, or other accommodations and facilities.

Member Wellbeing

General Member Wellbeing

1.44   Leaders 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.

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

1.46   SCA personnel will honor another 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.

Health Review & Clearance

Background

Health review and clearance are essential steps in preparing members for the realities and contexts involved in SCA programs. Members understand their health conditions the best, and it is the member's responsibility to decide if they can safely participate in the program. SCA will also review member medical information to determine if there are any concerns. These steps help leaders and position supervisors establish expectations of a member's individual needs and for members to understand the physical requirements and working conditions for the position they will serve.

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

1.48   Prior to each position's commencement, the position supervisor and leaders will review members' health summary to be aware of any special consideration and make reasonable accommodations, including:

- ○ dietary restrictions
- ○ prescription and non-prescription medications,
- ○ allergies,
- ○ pre-existing illness, physical conditions, and/or psychological conditions,
- ○ swim ability.

Newly Disclosed Medications and Pre-existing Health Conditions

1.49   Health summaries will be updated to reflect conditions or medications that are newly disclosed after the program's start. Under these circumstances, SCA will repeat its health review process.

Return to Service or Programming

1.50   If service or programming is interrupted due to injury, illness, or for mental health care, leaders and members will return under these circumstances:

- ○ Absence of fever for 24 hours without use of antifever drugs (such as ibuprofen),
- ○ Health care provider's letter or release (if seen or under the care of a health care provider), and
- ○ SCA health review and clearance by the national risk management department.

Medications

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

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

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

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

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

1.56   Members and leaders who are prescribed epinephrine or a rescue inhaler will bring two devices to their position.

1.57   Leaders and staff will not administer any medication by injection (e.g., insulin, testosterone), with the exception of epinephrine in the case of an anaphylactic emergency (see first aid protocols).

Medications for Minor Members

1.58   To ensure correct management, leaders 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).

1.59   Medication and health logs will be documented and maintained daily (*see* Field Log).

Emergency Planning & Preparedness

General Emergency Planning

1.60   Prior to the commencement of any SCA position, an Emergency Response Plan (ERP) will be completed and reviewed with the position supervisor and leader(s).

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

1.62   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

1.63   Throughout all aspects of programming, leaders will carry:

- The SCA field guide, including policies, procedures, and position emergency call guide,
- Emergency Response Plan (ERP),
- Patient document forms
    - Physical copies of all members' SCA health forms (e.g., health summary and accommodation notes)
    - Subjective, Objective, Assessment, Plan form (SOAP note),
- The group's field communications device (e.g., cell phone, radio, PLB, satellite phone, etc.).

1.64   Each crew will carry:
- First aid kit
- Drug kit, including epinephrine delivery devices and a copy of SCA's anaphylaxis protocol:
    - Frontcountry: two autoinjector doses per crew
    - Backcountry: two autoinjector doses per six participants
    - Residential: two autoinjector dose per field staff member.
- Field communications device (e.g., cell phone, radio, PLB, Garmin InReach, 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.

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

1.66   Appropriate rescue equipment, suitable to the terrain and activity, will be available to respond to emergencies.

First 24 & 72 Hours

1.67   Within the first 24 hours of programming the following emergency protocols and safety practices will be taught:

- Supervision protocol and expectations,
- Personal equipment check, briefing on proper storage and use of personal equipment, and briefing on prohibited items,
- Confirmation, storage, and safeguarding of personal medications,
- Lost/alone protocols (*see* Incident Management Chapter),
- Bathroom and personal care/hygiene practices,
- Handwashing protocol,
- Dish washing practices,
- Water treatment and consumption practices,
- Food storage and handling practices.

1.68   Within the first 72 hours of programming the following emergency protocols and safety practices will be taught:

- 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.

Conservation Service Staffing

2.4   Leaders and staff who are leading conservation service work will have prior training, experience, and demonstrated ability in that project or skill.

2.5   Leaders will not lead conservation service work for which they are not hired. Partner organizations and external service providers will be pre-approved to lead and directly supervise these projects or skills.

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

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

Conservation Service Supervision

2.8   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.

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

2.10   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 Activities chapter for a lesson outline

2.11   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.).

General Tools & Equipment

2.12 All tools and equipment will be inspected prior to initial use for each shift.

2.13 Any tool or equipment with structural, safety, or other defects are immediately tagged "Dangerous: Do Not Use" and removed from service until repaired or replaced. Labeling will be understandable to all personnel who may be exposed to the hazard.

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

2.15 Tools and equipment will only be used for the purposes which they are designed.

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

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

Personal Protective Equipment (PPE)

2.18 SCA personnel will wear appropriate PPE suitable to the project work, tools and equipment used, and site. General PPE includes:

   o 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.),
   o Helmets that are worn when indicated,
   o 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.)
   o 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.).

Flammable Liquid Storage

Definitions

OSHA compliant fire-resistant cabinet – see OSHA standards for metal 1910.106(d)(3)(ii)[a], or wood 1910.106(d)(3)(ii)[b] fire-resistant cabinets to store flammable liquids.

See transportation policies for transporting flammable liquids and fuels.

2.19 Flammable liquids will be stored in an OSHA compliant fire-resistant storage cabinet or at least 10 feet from another building. Exceptions include flammable paints, oils, and similar mixtures used for painting or maintenance when kept for 30 days or less.

2.20 Flammable liquids will not be stored inside a tent or vestibule that is also used for personnel living or sleeping space.

2.21 Flammable liquid storage area(s) will be protected against tampering or unauthorized access and kept free of weeds, debris, and other combustible material not necessary to the storage.

2.22 Flammable liquids will not be stored as to limit the use of exits, stairways, or other areas used for the safe egress of people.

2.23 Flammable liquids will not be stored in offices or a storage room that opens a door into an office portion of a building used by the public.

2.24 Safety critical soft goods and PPE, such as harness, webbing, rope, etc., will not be stored underneath or near flammable liquids or other corrosive materials.

2.25 A portable fire extinguisher or a small hose will be available and located no less than 10 feet and no more than 25 feet from a flammable liquid storage area.

2.26 Open flames or smoking will not be permitted in or near flammable liquid storage areas.

Tool & Equipment Maintenance & Security

2.27 Members will be trained to maintain tools and equipment in working and safe conditions.

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

2.29 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, and Shop 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)

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

2.31   Minor members will be under the direct supervision while operating power or mechanized tools.

2.32   SCA personnel will not operate welding equipment for welding or cutting purposes.

2.33   Minor members will not operate:

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

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

Brush Cutters & Grass Trimmers

Definitions
Grass Trimmer – a power tool designed to trim grass edges and hard to reach lawn areas. Also referred to as a weed eater.
Brush Cutter – a power tool designed to trim weeds, small trees, tough scrub, and other foliage not accessible by a lawn or rotary motor.

2.35   In addition to general PPE, brush cutter 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.
- harness.

2.36   Members will be instructed on proper procedures and techniques for brush cutting operations, including:

- Proper use of safety features (e.g., brush guard, etc.),
- Blade inspection and selection,
- Appropriate operating distance from people, vehicles, equipment, and buildings,
- Storage of equipment and supplies.
- Prior to use, sites will be inspected for rocks, debris, poisonous plants, and distance from people, vehicles, buildings, and other hazards.

Saws

Saw use outlined within this section are intended for tree felling and bucking, urban forestry and arborist, disaster recovery, and fire mitigation service work projects.

Definitions
Sawyer – personnel operating a chainsaw.
Swamper – personnel clearing felled trees and debris.

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

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

Chainsaws

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

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

2.40   SCA led saw trainings will be designed and conducted in accordance with the SCA's Sawyer Training Handbook.

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

PPE, Safety Equipment, & Safety Features

2.42   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 that reach above the ankle, or at least 8" on fire programs,
- ○ Leather palmed gloves

2.43 A First Aid Kit will be available and onsite throughout any chainsaw operation.

2.44 Stop-the-Bleed kits will be carried on each sawyer throughout chainsaw operations.

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

- ○ Fire teams will not operate a chainsaw with a bar exceeding 26", after specific instruction, training, and assessment.

2.46 Chainsaws will include the following safety features:

- ○ Chain brake,
- ○ Chain catch,
- ○ Throttle safety lock,
- ○ Spark arrestor,
- ○ a ¾ inch wrap bar, at minimum.

Chainsaw Operations

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

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

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

2.49 SCA sawyers will not operate a chainsaw from heights, such as climbing a tree, on a ladder, or in a lift.

2.50 Chainsaws will not be drop started.

- ○ *Fire teams only:* saws will be roll started on fire teams, and only after specific training, assessment, and approval.

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

2.52 Chainsaws will be cleaned and inspected after each operational period.

2.53 In the event of a hang-up, sawyers will stop work and teams will re-assess their cut plan and decision to proceed or not.

Re-clearance for nicked and cut chaps and boots

2.54 Following any incident or near miss involving chainsaw operations (including nicked and cut chaps from a running saw), 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. The entire crew will take a minimum

15-minute break and reassess fatigue and the operational conditions. Upon returning to saw operations, members will be under direct supervision and reassessed for one day before being re-cleared.

○ SCA personnel involved in cutting chaps (i.e., Kevlar pull) will be suspended from saw operations for the rest of the day plus one additional day. A program supervisor will be informed and consulted to help re-assess supervision, workload, and pace. Upon returning to saw operations, members will be under direct supervision and reassessed for two days before being re-cleared.

Power Pole Pruners

In addition to all chainsaw operation policies, the following policies apply to power pole pruner use:

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

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

2.57   Pruners will only be used with a harness.

2.58   Pruners will be started on the ground.

Crosscut Saws

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

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

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

Mechanized Equipment & Loaders

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

Definition
Mechanized Equipment & Loaders – free-standing or operating equipment that is often trailered or towed to a project site. Examples include chippers, forklifts, mini excavators, skid-steer loaders, backhoe, compact track loader, riding lawn mower, walk behind rotary or lawn mower, stump grinder, brush or bush hog, etc.
Off road vehicles, such as ATVs or UTVs, and snowmobile policies are located in the Transportation policy section.
Powered lifts and lifts from vehicle policies are located in the Powered Lifts section.

2.62   SCA personnel will be pre-approved to operate any mechanized equipment or loader.

2.63   SCA personnel will be pre-approved to transport any mechanized equipment or loader.

2.64   SCA personnel operating mechanized equipment or loaders 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.

2.65 Minor members will not operate loaders or other mechanized equipment. Exceptions include lawn mowers.

2.66 Minor members assisting mechanized equipment or loader operations will be under direct supervision (sight and sound).

2.67 Personnel with relevant First Aid certification will be on site and present during any mechanized equipment or loader operations.

2.68 Eye and ear protection, and a hard hat will be worn in addition to standard PPE.

2.69 The parking brake will be engaged whenever mechanized equipment or a loader is parked. When parked on an incline, equipment will have the wheels chocked and parking brake set.

2.70 Cab glass will not have any visible distortions affecting the safe operation of the machine and will be safety glass, or equivalent.

2.71 Operators will designate a spotter to observe clearance and give timely warning.

2.72 Operating areas will be free of combustible and flammable materials prior to operation.

2.73 Mechanized and loader 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.

Woodchippers

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

In addition to the Mechanized Equipment & Loader policies, the following will apply:

Definitions
Woodchipper – A mechanized, motor-driven machine that cuts wood into chips.
Operator – A person stands at the controls to operate the machine and is responsible for shutting down all systems in the event the chipper needs to stop.
Feeder – A person who feeds brush into the chipper.
Brush Stacker(s) – Personnel hauling brush to the safety zone.
Safety Zone – The 15-foot area from the back of the woodchipper.
Chipping Zone – The direction the chipper chute is pointing.

2.74 SCA personnel will not operate nor feed a chipper that exceeds a 12-inch infeed.

2.75 Woodchippers will have the following features:

   ○ Mechanical infeed system with a quick stop and reversing functionality,
   ○ A safety bar that extends around the entire infeed hopper.

2.76   SCA personnel working in or around woodchippers will be trained and assessed on the use of the specific woodchipper being used, including inspection, starting, stopping, feeding, and shutdown.

2.77   Woodchippers will be maintained and stored in accordance with ANSI Z133 standards.

2.78   Woodchipper safety functions will be inspected for correct function before each use.

2.79   SCA personnel working within the safety zone will wear face shields, hard hats, gloves without cuffs, be free of stray straps and strings, and wear close-fitting/tucked in clothing.

2.80   One person will be designated to feed brush into the chipper.

2.81   Safety zones will be inspected for potential hazards prior to operation and will be clear from brush throughout the operation.

2.82   Roles will be established among crew members prior to operation, including the operator, feeder, and brush stacker(s).

2.83   Operational zones will be established prior to operation, including the chipping zone, safety zone, and a brush stacking plan.

Working from Heights

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

Definitions

Fall Protection – any equipment, device, or system that prevents an employee from falling from an elevation or mitigates the effect of such a fall (e.g., guardrail, safety net, fall arrest, travel restraint).

Fall Arrest System – a system used to arrest a fall that comprises a body harness, anchorage, and connector (e.g., a lanyard, deceleration device, lifeline, or combination of these).

Lanyard or Tether – a flexible line of rope, wired rope, or strap used to secure the harness to the anchorage.

Leading Edge – the unprotected side and edge of a floor, roof, formwork for a floor, or other walking/working surface (e.g., deck)

Unprotected Sides & Edges – any side or edge of a walking-working surface where there is no wall, guardrail system, or stair rail system to protect personnel from falling to a lower level (excluding entrances and other points of access).

Travel Restraint System – a system comprising an anchorage, anchorage connector, lanyard (or other means of connection), and body support that is used to eliminate the possibility of going over the edge of a walking-working surface.

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

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

2.86   SCA personnel will not stand directly on roof surfaces, and will conduct service work from a powered platform, ladder, or scaffolding for roof-related projects.

Fall Protection & Falling Objects

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

Fall Protection & Falling Objects Protection

2.87 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.

2.88 When working four feet or more above a lower level, adequate protections will be in place, such as:

- ○ Guardrail systems where guardrails are at least 3.5 ft tall and can at least support 200 pounds,
- ○ Safety net systems capable of supporting at least 200 pounds and at least 3.5 ft from a lower level when weighted,
- ○ Personal fall protection and/or travel restraint systems.

2.89 SCA personnel will not participate in operations involving suspended equipment or materials, including from a crane, helicopter, powered platform, derrick, or other means. Exceptions include high lining for rigging operations.

2.90 When exposed to falling objects, SCA personnel will wear hard hats or helmets, and adequate protections will be in place, such as:

- ○ Toe boards (at least 3.5 inches high),
- ○ Screens,
- ○ Guardrail systems small enough to prevent objects from falling through,
- ○ Canopy structures to keep potential falling objects from an edge,
- ○ Barricading area(s) objects could fall, and preventing personnel from entering the blocked area.

2.91 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 Arrest Systems

2.92 Fall arrest systems will be rigged in a manner to prevent free fall more than 6 feet or contact with a lower level.

2.93 Full body harnesses or a combination of seat and chest harness will be available for personnel utilizing a lanyard or tether as part of a fall arrest system.

2.94 Harness, helmet, and other PPE and safety critical equipment (e.g., ropes) used as part of a fall arrest system will be inspected prior to each use and checked for proper worn and fit.

2.95   Anchor points will be selected, constructed, and inspected by qualified and competent staff or partner personnel.

2.96   Rescue plans, including competent personnel and equipment provisions, will be pre-planned and available and account for the event self-rescue is not possible.

Ladders, Scaffolds, & Powered Platforms

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

Definitions

Powered Platforms – A walking-working surface that is mechanically elevated, including from a vehicle (e.g., boom lift, aerial ladders, scissor lift, etc.)

Suspended Equipment – materials or equipment that is raised, lowered, or otherwise suspended from powered ropes or cables.

Powered Platforms

2.97   Powered platform use and operation will be pre-approved, supervised by competent personnel from a partner organization, and not exceed weight limits or other relevant manufacturers recommendations. Operators will be trained and proficient, including in equipment inspection.

2.98   When utilizing a vehicle lift, brakes will be set and outriggers, if used, will be utilized on a solid surface or pads. Wheel chocks will be set if using on an incline.

2.99   A minimum of two personnel will be in or on a powered platform (e.g., ariel bucket) when in operation and will utilize a fall arrest system attached to the boom, basket, or bucket.

2.100 SCA personnel will stand firmly on the floor of the platform and will not sit or climb on the edge of the bucket or basket, or use any other device (e.g., planks, ladders) to gain work position.

2.101 A spotter on the ground will accompany each powered platform operation. Two-way voice communication will be available between ariel operators and spotters throughout operation.

2.102 Lift controls will be tested prior to each use.

Ladders

2.103 Ladders will only be used on stable and level surfaces or will be secured in place.

2.104 Ladders will not be placed on scaffolding, boxes, barrels, or other platform bases to obtain additional height.

2.105 Ladders or ladder sections will not be tied or fastened together to provide added length unless they are specifically designed for such use.

2.106 Side rails on portable ladders will extend at least 3 feet above the upper landing surface when used to gain access to an upper landing surface.

Scaffolds

2.107 Scaffolds must be designed and initially assembled by competent partner personnel or by qualified and pre-approved SCA staff, and in accordance with OSHA standards.

2.108 Scaffolding 4 ft or above will include a guard rail system and a falling object protection system.

2.109 SCA personnel utilizing a scaffold 10 feet or above will also utilize a fall arrest system.

2.110 Access points of 2 feet or more will utilize an aid such as a ladder, ramp, or stair tower. Ramps and walkways 6 feet or more above lower levels will have a guardrail system. Ladders will only be used to access scaffolding (and not to increase the working level height from a scaffold).

2.111 SCA personnel will not utilize suspended scaffolds or lean-to scaffolds.

2.112 SCA personnel will not utilize scaffolding over 4 levels.

2.113 Scaffolds will be inspected prior to each use by trained personnel.

2.114 Scaffolds will not be used in adverse weather conditions or if a scaffold had accumulated snow or ice.

Conservation Service Projects

Service Project Work Exclusions

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

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

2.117 SCA personnel will not participate in asbestos removal or abatement project work.

2.118 SCA personnel will not participate in lead removal or abatement project work.

2.119 SCA personnel will not participate in electrical project work.

2.120 SCA personnel will not participate in roofing project work on roof surfaces.

2.121 SCA personnel will not participate in welding project work.

2.122 SCA personnel will not participate in or assist law enforcement activities.

2.123 SCA personnel will not handle explosives, nor participate in or assist project work involving explosives.

2.124 SCA personnel will not participate in longshoreman project work on a ship, a dock, or a vessel, either anchored, tied, or at sea. SCA personnel transported to a project site via ship or vessel is permitted.

Historic Preservation; Facilities Maintenance & Repair Work

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

2.125 Minors will be under direct (sight & sound) or indirect (sight or sound) supervision when completing historic preservation projects.

2.126 Anytime service projects involve a hazardous chemical, a relevant Material Safety Data Sheets information will be review throughout project planning and delivery and included in the project's ERP.

2.127 Anytime service projects involve hazardous chemical, poison control contact information (1-800-222-1222) will be included in the ERP.

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

Lead Paint

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

2.129 Prior to conducting lead RRP service work, SCA personnel receive additional 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.

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

2.131 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.

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

Mold

2.133 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.

2.134 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.

2.135 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

2.136 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.

2.137 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.

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

2.139 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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**.**

2.140 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.

2.141 In addition to general PPE, carpentry and workshop PPE will include as appropriate:

- o   ear protection to reduce noise levels to 90 decibels or less,
- o   eye protection,
- o   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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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).

Work Capacity & Pack Test – physical fitness tests required by agencies to serve a variety of wildland fire assignments. The "Arduous pack test" requires fire candidates to complete a 3-mile course in 45 minutes carrying 45 pounds in a pack or vest.

2.142   Except when conducting pre-approved and designated prescribed burning work, SCA personnel 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.

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

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

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

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

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

2.146 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

2.147 If requested by a partner agency to participate in fire suppression activities, SCA personnel 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.

2.148 SCA personnel 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.

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

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

Work Capacity & Pack Tests

2.151 Firefighting candidates will participate in physical conditioning and practice (mock) tests prior to attempting an actual pack test.

2.152 Physical conditioning, mock and actual pack tests will be pre-approved and under the direction of the National Wildland Coordinating Group Work Capacity and Administrator Test Guide.

2.153 ERPs will be specific to the test and physical conditioning site.

2.154 Mock and actual tests will have the following available and onsite:

- ○ AED
- ○ Water
- ○ A first responder with a current and valid WFR or EMT certification.

Recycling Work

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

2.155 Members will be instructed on proper procedures for handling sharps, rust, and other hazardous materials prior to handling those materials.

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

2.157 SCA personnel 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

2.158 Minor members will not participate in disaster response activities.

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

2.160 Leaders and members will not deploy as a single resource.

2.161 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.).

2.162 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

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

Planting & Gardening

2.164 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.).

2.165 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.

2.166 Members 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.

2.167 Members 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.).

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

Orphan Well

Definitions
Orphan Well – an oil or gas well that is abandoned by its original owner and is no longer in operation. The term "orphan" implies there is not a responsible party or owner willing or able to address the well's maintenance, environmental, or safety issues.

2.169 SCA personnel will not engage in orphan well plugging or capping project work.

Herbicide & Chemical Applications

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

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

2.171 Herbicide chemicals will be provided by the partner.

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

2.173 Leaders will be familiar with applicable information on product labels and MSDS.

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

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

Site Preparation & Management

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

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

PPE & Equipment

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

2.179 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.)

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

2.181 SCA personnel will have an extra change of clothing on site in the event of a spill.

Herbicide Storage

2.182 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

2.183 SCA personnel will prepare and apply herbicide under the direction and supervision of a licensed applicator.

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

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

2.186 Secondary containment will be used when mixing or transferring.

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

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

Clean Up

2.189 After each use containers will be triple-rinsed.

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

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

2.192 Personnel will have access to shower and laundry.

Transporting Herbicides

2.193 Chemicals will not be transported in passenger compartments.

2.194 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

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

2.196 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

Definition

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

Safety Factor of Five – a working load limit (WLL) that is 1/5 of the breaking strength (e.g., a breaking strength of 10,000 lbs has a WLL of 2,000 lbs.).

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

2.198   Rigging training will be renewed every three years.

2.199   Rigging systems will be designed and operated by at least two people, one an SCA approved rigger.

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

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

2.202   Rigging equipment and safety critical equipment will be inspected prior to each use.

2.203   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.

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

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

2.206   Minor aged members will not assist in aerial or complex rigging operations and will only assist with basic one to one rigging operations.

Tree Climbing

2.207   Tree climbing will be supervised by trained, competent, and pre-approved personnel.

2.208   Members will be under direct (sight and sound) supervision while participating in tree climbing activities.

2.209   Minor aged members will not set spar blocks.

2.210   Only equipment designed and intended for tree climbing will be used.

2.211   Flip lines will have a wire core.

2.212   In addition to standard PPE, personnel will wear a helmet (with a chin strap).

2.213   Tree climbing equipment will be inspected prior to each use for damage, cuts, abrasions, and/or deterioration and will be removed from service if damage, excessive wear, or other defects are found.

Rustic Timber

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

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

2.215 Timber will be secured to prevent movement while shaping.

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

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

Wildlife Management, GIS, & Tracking Work

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

Definitions

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

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

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

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

2.221 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				**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)	**Mitigation Strategies** Implemented	Likelihood (1-5)	Consequence (1-5)	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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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),
- ○ Vendor vetting form (if not led by SCA personnel).

3.6 SCA personnel will only lead outdoor and adventure activities which policies exist. All others will be led by external vendors or partner organizations (see outdoor/adventure activity policies).

Volunteers, Special Events, & SCA Taught Programs

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

3.7 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.

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

3.9 Volunteers will not supervise nor direct SCA members.

3.10 Regardless of age, volunteers will provide the following documentation prior to beginning their project or event:

- ○ SCA Program Participant Agreement, including release of liability and/or assumption of risk, and participation expectations,
- ○ Emergency contact information.

3.11 Appropriate and adequate PPE will be utilized for members, volunteers, and participants in accordance with SCA PPE policies and preferred practices.

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

3.13 Sites will be scouted and vetted, and personnel will have adequate familiarity with the site prior to leading any volunteer, special event, or SCA-taught program.

3.14 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

Low Ropes – a set of challenging outdoor activities or elements that are typically close to the ground.

High Ropes – elements or activities in a ropes course that are set at an elevated height above the ground. Participants often wear safety harnesses and helmets to ensure their safety.

3.15 Members will be briefed 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

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

3.17   Leaders will instruct and demonstrate proper spotting technique, if necessary for the activity.

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

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

3.20   High ropes course elements and activities will be facilitated by a qualified and approved vendor.

Night Activities

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

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

3.22   Each person will have an adequate light source during night travel or hiking.

3.23   When a night hike or other travel is conducted, leaders 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

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

3.25   Solos will not be longer than a 12-hour period and will not occur at night.

3.26   Members will be under indirect supervision (within sound) of leaders and others during solo activities.

3.27   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.

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

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

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

3.31   Leaders will assess solo sites prior to use.

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

3.33   A safety briefing will be conducted prior to any solo activity, including:

- Hazard identification
- Designated boundaries
- Emergency procedures, including signaling others when needed
- Leaders' location, how to contact leaders, 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 reasons. Outdoor and adventure activities serve as a medium to complete conservation service, for educational means such as group and personal development, and for recreational purposes.

The following policies describe the scope of outdoor and adventure activities SCA personnel are permitted to lead. Activities not listed require external vendors and partner organization leadership. External vendors and partners leading outdoor and adventure activities as part of SCA programming are required to undergo vetting and approval. These activities include: caving, class IV technical travel, outdoor rock or ice climbing, artificial wall climbing, rappelling, bouldering, high ropes course, downhill skiing or snowboarding, dogsledding, swift or whitewater paddling, boating or paddling on the open ocean or sea, diving, snorkeling, surfing, or paddle boarding, among others.

General Outdoor & Adventure Activities

The following policies apply to all outdoor and adventure activities:

4.1   SCA personnel will only lead outdoor and adventure activities for which SCA policies exist in this field guide and for which they are explicitly hired.

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

4.3   Outdoor and adventure activities will be pre-approved.

4.4   Outdoor and adventure activities not listed in this field guide will be led and directly supervised by external vendors, outfitters, and partner organizations.

4.5   External outfitters, vendors, and partner organizations will be vetted and pre-approved to lead and supervise outdoor and adventure activities.

4.6   When led by an external vendor or partner organization, SCA leaders/staff will participate in hazard assessments and related decision-making discussions (e.g., weather, terrain, go/no-go decisions, etc.).

Equipment

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

4.8   Crews will have appropriate rescue equipment available to respond to emergencies, suitable to the environment and activity.

Site Selection & Activity Conduction

4.9   Routes, itineraries, and activity area boundaries will be clearly defined and communicated to members.

4.10 Current and forecasted weather, snow surface, and water conditions will be known and considered before any outdoor or adventure activity.

Outdoor & Adventure Activity Standard Safety Briefing

4.11   All outdoor and adventure activities, including activities led by external or partner organizations, will be debriefed for safety management learnings and outcomes.

4.12   In addition to Conservation Service Work and Weather/Environmental safety briefings, an Outdoor & Adventure Activity safety briefing will be conducted prior to any activity. The following are standard components of a safety briefing for all outdoor activities:

- ○   Sun safety, adequate hydration, appropriate clothing and layering, and proper footwear,
- ○   Personal safety equipment such as proper fit, wear, and routine inspection (e.g., helmet, PFD),
- ○   Group management plan and communication procedures and techniques,
- ○   Self-rescue techniques,
- ○   Lost and alone protocol,
- ○   Route, navigation, and/or activity plan, and boundaries,
- ○   Anticipated weather and environmental hazards (see section 5)
- ○   Hazards, management plans, and etiquette related to the public and traffic,

Land-Based Activities

General Land-Based

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

4.13   Footwear suitable to the terrain and activity, such as closed-toe shoes or boots, will be worn throughout any land-based activity.

Routes and itineraries will be appropriate for members' age, experience, and ability.

Day Hiking & Multiday Backpacking

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

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

4.14   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.

4.15   In addition to required emergency equipment (section 1), the following group gear will be carried:

- ○   Navigational aid such as map and compass, spare battery or re-charge for phone apps/GPS
- ○   Hand sanitizer and hygiene kit
- ○   Multiday backpac*king:* Water purification
- ○   *Multiday backpacking:* Ability to create an emergency shelter (e.g., tarp/ sleeping bag).

4.16 In addition to the standard safety briefing, the following day hiking or multiday backpacking components will be incorporated in the safety briefing:

- ○ Overnight backpacks: proper fit, adjustment, packing, lifting, and unloading (i.e., in pairs). Approximately 20% of weight should be carried on the shoulders and 80% on the hips.
- ○ Proper carrying of tools,
- ○ Pacing, breaks, lead/sweep, and other planned group management strategies,
- ○ Terrain management and navigation plan,
- ○ Blister prevention.

Stream & River Crossings

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

*Note: Exceeding these descriptors is a water-based whitewater environment that requires specific PPE, training, and supervision.

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

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

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

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

4.21 Leaders will assess if crossing is necessary and potential alternatives. If crossing is determined to be necessary, leaders will assess the crossing and select the suitable crossing technique(s), including:

- ○ Width, height, temperature, speed, stream/river bed obstructions, access and egress points, downstream safety, manmade obstructions, other users.
- ○ Crossing techniques include, solo crossing, group astern, group abreast, group circle, group triangle, tensioned handline, tensioned floatline.

4.22 In addition to the standard safety briefing, the following river/stream crossing components will be incorporated in the safety briefing:

- ○ Pack straps
- ○ Waterproofing and re-packing to minimize the risk of soaking sleeping equipment

- ○ 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.)

Cycling

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

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

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

4.24   Helmets will be worn by all SCA personnel.

4.25   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

4.26   In addition to required emergency equipment (section 1), the following group gear will be carried:

- ○ Cycle repair kit (e.g., spare tube, pump, patch, chain tool, etc.)
- ○ Navigational aid(s)

4.27   Leaders will collect all members/participants at trail/road junctions.

4.28   In addition to the standard safety briefing, the following day cycling components will be incorporated in the safety briefing:

- ○ High visibility and/or reflective clothing,
- ○ 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.)
- ○ Pacing, spacing, lead/sweep, and other planned group management strategies,

Snow-Based Activities

General Snow-Based

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

Equipment

4.29   Leaders will ensure members have appropriate cold weather clothing, with spares.

4.30   In addition to the required emergency equipment (section 1), the following group gear will be carried, suitable to the terrain, conditions, and activity:

- ○   repair kit available to make field repairs to clothing and equipment,
- ○   an emergency shelter,
- ○   emergency evacuation equipment such as a rescue sled,
- ○   provision for hot drink.

Site Selection & Activity Conduction

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

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

4.33   Technical snow and ice climbing activities will not occur.

Cross-Country Skiing, Sledding, & Snowshoeing

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

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

4.34   SCA personnel will cross country ski or sled in groups of at least two.

4.35   SCA personnel will travel in conditions and on tracks within their ability level.

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

4.37   In addition to the standard safety briefing, the following cross-country skiing, sledding, and snowshoeing components will be incorporated in the safety briefing:

- ○   Winter layering and warmth strategies, including no cotton,
- ○   Ski or snowshoe equipment sizing, fit, and technique appropriate to the conditions,
- ○   Buddy system or other group management plan

○ 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

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

4.38 Leaders/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.

4.39 In addition to the standard safety briefing, the following ice travel components will be incorporated in the safety briefing:

○ Winter layering and warmth strategies, including no cotton,
○ Activity and group travel plan (i.e., one at a time, spotter, etc.),
○ Signs of ice safety,
○ Self and group rescue techniques,
○ 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

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

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

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

4.42 Leaders 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

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

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

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

4.46   Sufficient fuel and backup stove with lighter will be provided.

4.47   In addition to the standard safety briefing, the following show shelters and camping components will be incorporated in the safety briefing:

- ○   Winter layering and warmth strategies, including no cotton,
- ○   Snow campsite location selection and construction techniques.
- ○   Hypothermia and cold injury identification and prevention.

Water-Based Activities

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.

Swift or 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.

General Water-Based

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

4.48   The partner organization will conduct a site orientation and technical skill training and assessment for any work or service conducted in an aquatic environment via any water-based activity medium.

4.49   Any level of water-based activity in any aquatic environment will not occur under the influence of any amount of alcohol.

Equipment

4.50   Each leader or staff supervising a water-based activity will carry a whistle.

4.51   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 participant personnel skill and experience level. PFDs will be correctly fitted and worn on the outermost layer in all weather.

4.52   Helmets will be worn where there is a risk of head injury. Activity-specific helmet requirements are listed below.

Supervision, Site Selection & Activity Conduction

4.53   Leaders will conduct ongoing site and activity assessment and management, due to the dynamic and variable conditions of water environments.

4.54   Members will be under direct sight and sound supervision in and around aquatic environments. Activity- and environment-specific supervision ratios are listed below.

4.55   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.

4.56   PFDs and/or flotation aids will be utilized for weak or non-swimmers.

4.57   Water-based activities at night will only occur in calm conditions.

Boating & Paddling

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

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.

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

Scope

4.58   Paddling or boating activities will not occur in swift or moving water environments, unless under the direct supervision of a pre-approved vendor, outfitter, or partner organization.

Supervision

4.59   Motorized boating will only occur under the direct supervision of an external vendor or partner organization.

4.60   SCA personnel will be pre-approved to lead or directly supervising any paddle activity and will have a current and valid American Canoe Association (ACA) certification, or equivalent training and experience.

4.61   SCA personnel will be pre-approved to operate a motorized boat and will have a current and valid state boating license.

4.62   SCA personnel participating in any boating or paddle activity will under direct sight and sound supervision of a supervising outfitter, partner organization, or supervising SCA leaders/staff.

4.63   SCA leaders and staff directly supervising or leading paddle activities will supervise a maximum of three paddle craft to one leader/supervisor craft on the water at a time. All others will remain on shore.

Equipment

4.64   PFDs will be worn when a paddle craft is underway.

4.65   PFDs will be worn on a boat or vessel that is 30 ft in length or greater when underway.

4.66   Helmets will be worn during paddle games and capsize drills.

4.67 Footwear that wraps around the heel will be worn during paddle activities, to ensure it won't come off in the water.

4.68 Each paddle craft, sailing vessel, or motorized boat will have a light source in evening, night, and dawn hours.

Site Selection & Activity Conduction

4.69 Self-rescue techniques appropriate to the paddle craft, sailing vessel, or motorized boat and environment will be taught, including immersion training.

4.70 In addition to the standard safety briefing, the following boating and paddling components will be incorporated in the safety briefing:

- Appropriate clothing for both air and water temperature (e.g., no cotton, thermals, wetsuits, etc.), and proper footwear,
- Waterproofing equipment and gear,
- Proper fit, wear, and routine inspection of PFDs, helmets, and whistles,
- Paddle techniques to enable control of the craft prior to departure,
- Self- and group-rescue techniques and procedures,
- Auditory and visual signals, and group management plan,
- Hazards including cold water immersion and other motorized and non-motorized boats
- Loading/unloading, and carrying equipment and craft

Swimming, Dipping, Wading, & Jumping

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

Definitions

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.

Scope

4.71 Swimming, dipping, or wading will not occur in swift or moving water environments.

4.72 Jumps over the height of the smallest person will not occur.

Supervision

4.73 Swimming will occur under direct sight and sound supervision.

4.74 No more than one SCA leader/staff to five swimmers will be in the water at a time. All others will remain on shore. Exceptions include confined water environments.

4.75 While swimmers are in the water one adult will monitor scene safety from the shore or boat.

4.76 When surf is present, swimming activities will be conducted under the supervision of an ocean or surf certified lifeguard, preferably at a patrolled beach.

4.77 A water comfort assessment will be conducted prior to the first swim.

Equipment

4.78 Proper footwear for the aquatic floor will be worn. Aquatic floors will be assessed before bare feet is determined suitable.

4.79 PFDs and/or flotation aids will be available for all swimmers.

Site Selection & Activity Conduction

4.80 Water will be entered feet-first, only.

4.81 Jumps from height and water depth will be scouted and assessed by leaders/staff prior to jumping.

4.82 Boundaries will be established and communicated prior to entering the water, according to:

- Weather
- Current
- Depth
- Public activity such as other boaters and swimmers
- Aquatic life
- Public and patrolled lifeguards, if applicable
- Swimmer ability
- Leader and staff limitations.

4.83 In addition to the standard safety briefing, the following swimming, dipping, wading, and jumping components will be incorporated in the safety briefing:

- 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 (jellyfish, snakes, etc.), public (boaters, swimmers), water condition (cold water immersion, current and rip-tide), and other relevant hazards (i.e., hot-but or hot-springs safety, glass or other breakableobjects, 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.

5.2   Leaders will assess and continually monitor weather conditions prior to commencing any service project, program element, or activity.

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, leaders and staff should conduct localized risk assessments for any given activity or location should any of these inclement weather conditions exist.

General Severe & Inclement Weather

5.3   In the event a weather warning is issued for the program or living area, leaders will discuss the risk of their location and plans, and the associated itinerary, travel, and service contingency options with their program supervisor.

5.4   Leaders 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.

5.5   Leaders will be aware of all evacuation routes and contingency plans during threats or events of severe weather.

Named Storm

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

5.6 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.

5.7 Leaders will notify their program supervisor when storm warnings are issued.

5.8 SCA personnel 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

Lightning Strike Prevention

Leaders and 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.

5.9 Leaders will monitor for developing conditions and prioritize prevention when lightning may be a threat.

5.10 Members will receive adequate instruction in lighting procedures prior to the need to use them, and prior to conducting service or travel under remote supervision.

5.11 Leaders 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

Definitions

Heat Index – also known as "apparent temperature," is the combination of humidity (moisture in the air) and air temperature. The heat index is what the temperature feels like to the body. When humidity is high the rate of evaporation from the body decreases, thereby decreasing the body's ability to cool itself from perspiration.

Heat Illness Prevention

Heat illnesses are caused by an imbalance of water, electrolytes, and/or heat in the body. A person's vulnerability to heat illness can be affected by age, general health, acclamation, sunburn, use of medications, and consumption of food, water, alcohol, and caffeine.

A combination of preventative strategies and techniques can help to prevent heat illness. These include moderation of activities, such as conducting activity early and/or late in the day. Ensuring adequate rest, nutrition, and hydration (approximately three to five liters per day) and additional electrolytes to replenish those lost during perspiration. Adequate shade and access to cooling, such as cool bandanas, water sites for dipping. Sun-safe clothing that is loose-fitting, light-colored and lightweight, and made from breathable fabrics, as well as wide brimmed hats.

5.12 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.

5.13 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.

5.14 When ambient air temperature is approximately 100°F or hotter members will be under direct supervision.

5.15 When the heat index is approximately or forecasted to be 125°F or higher, outdoor travel or activity will not occur.

5.16 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

NWS Heat Index — Temperature (°F)

Relative Humidity (%)	80	82	84	86	88	90	92	94	96	98	100	102	104	106	108	110
40	80	81	83	85	88	91	94	97	101	105	109	114	119	124	130	136
45	80	82	84	87	89	93	96	100	104	109	114	119	124	130	137	
50	81	83	85	88	91	95	99	103	108	113	118	124	131	137		
55	81	84	86	89	93	97	101	106	112	117	124	130	137			
60	82	84	88	91	95	100	105	110	116	123	129	137				
65	82	85	89	93	98	103	108	114	121	128	136					
70	83	86	90	95	100	105	112	119	126	134						
75	84	88	92	97	103	109	116	124	132							
80	84	89	94	100	106	113	121	129								
85	85	90	96	102	110	117	126	135								
90	86	91	98	105	113	122	131									
95	86	93	100	108	117	127										
100	87	95	103	112	121	132										

Likelihood of Heat Disorders with Prolonged Exposure or Strenuous Activity

☐ Caution   ☐ Extreme Caution   ■ Danger   ■ Extreme Danger

Temperature – Cold

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

5.17 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.

5.18 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

Temperature (°F)

Calm	40	35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35	-40	-45
5	36	31	25	19	13	7	1	-5	-11	-16	-22	-28	-34	-40	-46	-52	-57	-63
10	34	27	21	15	9	3	-4	-10	-16	-22	-28	-35	-41	-47	-53	-59	-66	-72
15	32	25	19	13	6	0	-7	-13	-19	-26	-32	-39	-45	-51	-58	-64	-71	-77
20	30	24	17	11	4	-2	-9	-15	-22	-29	-35	-42	-48	-55	-61	-68	-74	-81
25	29	23	16	9	3	-4	-11	-17	-24	-31	-37	-44	-51	-58	-64	-71	-78	-84
30	28	22	15	8	1	-5	-12	-19	-26	-33	-39	-46	-53	-60	-67	-73	-80	-87
35	28	21	14	7	0	-7	-14	-21	-27	-34	-41	-48	-55	-62	-69	-76	-82	-89
40	27	20	13	6	-1	-8	-15	-22	-29	-36	-43	-50	-57	-64	-71	-78	-84	-91
45	26	19	12	5	-2	-9	-16	-23	-30	-37	-44	-51	-58	-65	-72	-79	-86	-93
50	26	19	12	4	-3	-10	-17	-24	-31	-38	-45	-52	-60	-67	-74	-81	-88	-95
55	25	18	11	4	-3	-11	-18	-25	-32	-39	-46	-54	-61	-68	-75	-82	-89	-97
60	25	17	10	3	-4	-11	-19	-26	-33	-40	-48	-55	-62	-69	-76	-84	-91	-98

Wind (mph)

Frostbite Times ▮ 30 minutes ▮ 10 minutes ▮ 5 minutes

Wind Chill (°F) = 35.74 + 0.6215T - 35.75(V$^{0.16}$) + 0.4275T(V$^{0.16}$)

Where, T= Air Temperature (°F)   V= Wind Speed (mph)   Effective 11/01/01

Air Quality Index (AQI)

Air quality is a concern in both urban environments and backcountry settings. Exposure to poor air quality can have short and long term health effects. Short term effects include eye, nose, skin, and respiratory irritation or stress, and aggravation or exacerbation of existing health and cardiovascular conditions. Long term effects can contribute to chronic respiratory issues, reduced lung function, and susceptibility to infection, among other health issues. Monitoring stations and additional smoke and air quality information can be found at https://fire.airnow.gov, or via mobile apps such as airnow.

Wildfire

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

5.20   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.

5.21   Leaders will immediately notify their program supervisor and/or partner organization supervisor if a wildfire is suspected.

5.22   When wildfires are known or suspected to be in a program area, or when NFDRS rating is "high" or above, leaders 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

5.23   Foraging practices will conform to partner and land management agency policy.

5.24   Known and confirmed foraged edibles will be consumed.

5.25   Environmental hazard identification, and prevention strategies and techniques will be taught and monitored.

5.21   The following air quality policy will apply to all SCA managed programs, except SCA personnel conducting burning activities:

	Good 0-50 pm 2.5	Moderate 51-100 pm 2.5	Unhealthy 101-150 pm 2.5	Unhealthy 151-200 pm 2.5	Very unhealthy 201-300 pm 2.5	Hazardous >300 pm 2.5
	Air quality poses little or no risk.	Air quality is generally acceptable.	Some people may experience health effects.	People may experience health effects.	Health alert	Emergency health alert
Cautionary Statement	None	Consider limiting prolonged or heavy exertion.	Limit time outdoors. Limit prolonged or heavy exertion. Sleep indoors.	Avoid time outdoors. Avoid physical exertion. No prolonged or heavy exertion. Sleep in indoors (with clean air).	Stay indoors and avoid exertion. Live and sleep indoors with clean air.	Outdoor activities are not permitted. Seek medical care as needed.
SCA AQI Policy and Procedure	None	Personnel should notify their supervisor if they have a history of respiratory or cardiac conditions.	Provide N95 masks to all personnel. Educate on health effects. Outdoor activities will not exceed 4 consecutive hours. Minors will not participate in outdoor activities over 60 consecutive minutes.	Provide N95 masks to all personnel. Educate on health effects. Outdoor activities will not exceed 60 consecutive minutes. Minors will not participate in outdoor activities.	Provide N95 masks to all personnel. Educate on health effects. Outdoor activities will not occur.	Programming will not occur.
	Contact a healthcare provider if signs or symptoms of respiratory or cardiac stress are present.					

Poison Ivy, Oak, and Sumac

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

Poison Ivy, Oak, and Sumac Rash Prevention

Plant identification and avoidance is the most useful prevention strategy. Plant ID apps, like iNaturalist are helpful in identifying plants in the field. 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.

5.26   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

Ticks & Tick-Borne Illness

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

5.27   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).

o   Bullseye rashes

Snakes

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

5.28   Members will receive adequate instruction in snake and snake habitat identification prior conducting service or travel in snake prone environments.

5.29   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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

5.30   Bear avoidance and protection best practices will be taught and monitored, including for camp settings, group travel, at work sites, and while alone.

5.31   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.

5.32   Use and care of bear spray will be taught, practiced, and monitored.

5.33   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.

5.34   Minor members will not use or handle firearms or ammunition. Parents will be notified in the event a firearm is carried on program.

5.35   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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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, leaders 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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 leaders and members; additionally, expectations regarding cell phone usage should be made clear early in the program. Leaders 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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 – favoring people whom someone feels they 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, leaders and staff should listen to and respect the lived experience, including any personal perception of risk and safety, from members and the team. Leaders and 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.

Leaders should trust members' intuition and gut feelings regarding biased behavior. There are several tools that can be employed as observations and suspicions are raised. These include working and traveling in groups or pairs or establishing a 'point' person or people to approach public dangers or threats and/or to act as a "buffer." Carrying credentials in the event someone challenges why a member or group is at a specific site doing specific work can be helpful. Credentials include uniforms, safety vets, and other publicly visible identifiers. Additionally, business cards for SCA and partner staff, and other documents that show credibility and intent can also help to re-direct public to authorized staff.

See Incident Management chapter for additional background, procedures, and guidance on biased behavior prevention and response.

6. The Living Site & Standards

General Living Site

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

- ○ Communication device suitable to the area (e.g., phone/cell, radio, PLB, SAT phone)
- ○ Emergency response plan
- ○ Members' prescribed medications (e.g., asthma inhaler, etc.)
- ○ Safeguarded members' health 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

Bathroom, Toilet, & Latrines

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

6.6   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.

6.7 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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. Leaders and 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

Leaders and staff should approach sleeping with intentional design and arrangements, and through the lens of technical skill development. Doing so helps to prevent injury, illness, and social or emotional harm. 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.

6.8 Sleeping arrangements will be suitable to accommodate indirect supervision of minor members.

6.9 Leaders will design sleeping arrangements to best support each member's emotional and physical safety.

6.10 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 leaders together.

6.11 Members will know the location of leaders' sleeping locations and have means to contact in the event of emergency.

6.12 A safety briefing will be conducted prior to the first night of a program, including:

- Location of leaders/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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

6.13 Minor members will be under direct supervision while around a fire.

6.14 Sufficient water supply will be nearby to extinguish a fire or treat burns. (e.g., 5-gallon bucket, running water via hose, etc.)

6.15 Personnel will wear appropriate footwear and clothing around fires to prevent foot burns and risks of clothes burning.

6.16 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.

6.17 Leaders will ensure the fire is out and cold to the touch before leaving.

6.18 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

Background

Adequate and safe water consumption is vital to the health and safety of team members. In backcountry and outdoor environments, water is collected from natural areas such as streams, lakes, etc. Collecting from moving water sources is generally better than standing water, if available. Water often contains bacteria which may cause gastrointestinal illness. Additionally, water from wells or old pipes, as well as some natural sources, may contain harmful levels of toxic containments, such as biocides or heavy metals. Knowing local water sources, the stability of these sources throughout the duration of a project, any contaminants upstream of the water source, and local guidelines help to properly plan and prepare for adequate hydration. Members should follow local guidelines as well as SCA policy and procedure stated in this field guide.

Water-borne Illness Prevention

Members should follow local guidelines as well as SCA policy stated in this field guide. Water collection and treatment are skills that should be taught within the first 24 hours of entering a backcountry or camping setting and monitored throughout. Water containers should be marked to note "drinking" (potable) and "non-drinking" (non-potable) water, and cross contamination should be avoided. A field backup plan should be available for all water sources at all sites used throughout a program and included in the position's Emergency Response Plan.

Dehydration Prevention

Knowing and monitoring approximately how much water a team should drink daily is a useful indicator for crew wellbeing. Estimating this number is important if crews use dry camps where water must be brought in by truck, helicopter, or carried. In general, an individual should consume, at minimum, two to four liters (or quarts) of water a day. A team of eight people drinks roughly eight to ten gallons a day in moderate conditions. However, water usage is also correlated to local weather and climate conditions.

6.19   SCA personnel will not drink untreated water.

6.20   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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

6.21 Minor members will be under direct supervision (sight and sound) 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

6.22 Appropriate footwear will be worn to minimize potential for foot injury in the kitchen, including from knives and burns.

6.23 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

6.24 All food preparation and cooking are considered an activity and will be conducted under an instructional progression, including briefings and supervision.

6.25 Food preparation and cooking areas will be selected to minimize risks related to knife-related injuries, burn-related injuries, food spoilage and cross-contamination.

6.26 Food will be appropriately stored to prevent premature spoilage and bacterial growth.

6.27 Food and food waste will be stored according to land management requirements and to minimize the risk of animal encounters.

6.28 Prior to handling food, food handlers will:

○ wash hands, or
○ use anti-bacterial sanitation when hand-wash is unavailable, or
○ wear gloves.

6.29 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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 the course catalog at scaleadertraining.learnupon.com to learn more about how to use a Coleman or WhisperLite stove. User manuals are also available in the resources section of that site.

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.

6.30   Leaders will instruct and directly supervise members, regardless of age, in portable stove assembly, lighting, or use until leaders or staff have assessed individuals or groups as proficient and reliable, and the group has demonstrated respect for kitchen safety.

6.31   Stoves will not be used in tents.

6.32　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,

6.33　Once lit, stoves, lanterns, campfires, and other open flames will not be left unattended.

6.34　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.)

6.35　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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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.

6.36　Leaders will teach and monitor proper techniques in relation to food handling, hygiene, and water consumption.

6.37　Dish water will be treated (either warm or cold water) or boiled to ensure sanitation.

6.38　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 personnel.

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,
- Be a minimum of 21 years old. Exceptions include drivers who operate a non-SCA (personal) vehicle for SCA programming,
- Possess a current and valid driver's license for the vehicle which they are operating (e.g., CDL),
- Have a minimum of three years of licensed driving experience,
- Completed and passed a Motor Vehicle Record (MVR) check upon hire (or rehire) for the position in which they are driving,
- 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 fit to load and surface/weather condition prior to operating:

- A trailer,
- Off-Highway Vehicle (OHV; e.g., 4x4 SUV or truck),
- Off-Road Vehicle (ORV) such as an All-Terrain Vehicle (ATV; e.g., 4-wheller or quad), or Utility Track Vehicle (UTV; e.g., Gator, Side by side, or John Deere)
- 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."

Department of Transportation (DOT) Compliant Containers – have specific design features, such as proper venting, secure closures, and durable construction to prevent leaks, spills, and accidents during transportation.

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. Spotters should be used to aid a driver while backing up a vehicle.

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.).

Vehicle Tracking & Driver Behavior Monitoring

Vehicle tracking devices help to remotely track vehicles and monitor driver behavior. 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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 Vehicle trackers will be installed in all SCA owned, leased, or rented vehicles prior to the vehicle's use for program operations. Rented and leased vehicles will utilize trackers when rented or leased for 30 days or more.

7.12 SCA drivers will not pick up or transport:

- Non-SCA affiliated personnel,
- Hitchhikers,
- Animals.

7.13 Open alcoholic containers or beverages will not be permitted in an SCA vehicle, or any vehicle used for SCA programming.

7.14 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.

7.15 Marijuana use will not occur in an SCA vehicle or vehicle used for SCA programming.

7.16 Smoking or vaping will not occur in an SCA vehicle.

7.17 SCA 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.

7.18 Off Highway Vehicles (OHVs; e.g., 4x4s) will only be used for conservation service projects and related transportation. OHVs will not be operated on off-road surfaces for recreational or other purposes.

7.19 Citations for moving, parking, or speeding violations will be the responsibility of the driver.

7.20 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)

7.21 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.

7.22 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)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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 with related regulations, policy and the preferred current practices. Roof loading should be avoided, as loads on top of a vehicle can increase the risk of rollover.

7.23 Loads will not exceed the maximum weight limit for the vehicle.

7.24 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.

7.25 Vehicles will be adequately ventilated while fuels, power equipment containing fuels, and herbicide/chemicals are transported.

7.26 Power equipment will be drained of fuel before transporting in passenger compartments.

7.27 Gasoline and mixed fuel transported in vehicles or trailers will be stored in U.S. DOT compliant containers.

Non-SCA Vehicle Operations

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

Personal & Partner Vehicles Background

7.28 Non-SCA vehicle operations for SCA programming will be consistent with all SCA transportation policies and procedures.

7.29 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.

7.30 SCA personnel will be approved/authorized by the partner organization to operate a partner organization's owned, leased, or rented vehicle or trailer.

7.31 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.

7.32 Personal vehicles used for SCA programming will be pre-approved.

Off-Road Vehicles (ORVs): ATVs & UTVs

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

Utility-Task Vehicle (UTV) – a vehicle with two to four seats and is sometimes referred to as a "side by side" or by the brand name such as "John Deere" or "Gator."

7.33 OHV operations by SCA personnel will be pre-approved, including ATVs, UTVs, and snowmobiles.

7.34 ATVs and other OHVs will only be used for conservation service projects. SCA personnel will not lead or directly supervise OHV use for recreational or other use.

7.35 OHV operators will receive classroom/online and in-person training and assessment from a qualified and pre-approved vendor or partner organization.

7.36 ATVs used for SCA programming will have a minimum of four wheels. Three-wheelers are not permitted.

7.37 UTVs used for SCA programming will be equipped with working seat belts and a roll cage.

7.38 Proper PPE will be worn during ATV operations, including:

  ○ Helmet (designed for ATV use),
  ○ Eye protection,
  ○ Boots,
  ○ Long pants,
  ○ Gloves.

7.39 A field communications device will accompany the driver/operator of an OHV or ATV (e.g., cell phone, radio, etc.)

7.40   Passengers will not accompany ATV operations.

7.41   ATVs will not operate on paved roads or surfaces, as ATVs handle differently on pavement, except for loading, unloading, and proper crossing (e.g., dismount on shoulder, cross as 90 degrees where visibility is good, etc.).

Snowmobiles

7.42   Snowmobiles will only be used for conservation service projects. SCA personnel will not lead or directly supervise snowmobile use for recreational or other use.

7.43   Snowmobile operators will receive training and assessment from a qualified and pre-approved vendor or partner organization, including in self-rescue techniques.

7.44   Snowmobile operators will ride on terrain and in conditions that are designated and/or pre-approved and within their ability level (e.g., designated routes).

7.45   Snowmobiling will not occur on, under, or near slopes which may be considered avalanche terrain (e.g., 20 degree slopes or above).

7.46   Proper PPE will be worn during snowmobile operations, including:

- Helmet (designed for snowmobile use),
- Eye protection,
- Boots, clothing, and gloves suitable to the weather and conditions

7.47   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).

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

Public Transportation

ACTIVITY:						
Risk Assessment Before Controls			**Mitigation Strategies** Implemented	**Risk Assessment After Controls**		
Likelihood (1-5)	Consequence (1-5)	Rating (L-M-H)		Likelihood (1-5)	Consequence (1-5)	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. Traveling safely with a group– in particular a group of minors, requires heightened sense of awareness and planning by leaders. Awareness should be heightened more than when traveling alone or for personal travel, even on routes a leader knows well.

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.

7.49 Minor members will be under direct or indirect supervision while using public transportation for SCA programming or service.

7.50 Members will be instructed in a designated, pre-determined group management system and travel procedures (e.g., 'lead and sweep' or buddy system).

7.51 Members will be instructed in the lost and alone protocol prior to utilizing public transportation.

7.52 SCA personnel will utilize a valid travel/transportation pass, as applicable and appropriate.

7.53 SCA personnel will wait for transportation (e.g., bus, train, etc.) to come to a complete stop before attempting to board.

7.54 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 1/1/2024

In this Section

1. General Incident Management

Incident Notification & Escalation

The position call guide ensures that field staff and members are supported by SCA staff 24 hours a day, seven days a week. Notifying and escalating to the position supervisor or SCA staff is crucial for incident response and management.

If you are unsure whether SCA staff or position supervisor should be notified, remember to **escalate early to de-escalate later.** SCA staff can support with resources, direction, and guidance. At the least, SCA staff can confirm that an incident has occurred and verify your plan aligns with SCA policy, procedure, and best practice.

Script for notifying SCA staff of an incident

Field staff should utilize or adapt this script when using the position call guide to notify SCA staff of an incident:

* This is (name); I am a (your position) with the (state/city) (program type).
* I'm calling with a (green/yellow/red-severity) (incident-type) incident, involving a (member/leader/whole group).
* My callback number is (phone number).
* My PO number is (007#####).
* *If applicable:* I've called/notified (emergency services/911/police) and (partner agency).
* I am asking for (support/assistance/resources/guidance)   -or-   I'm notifying you for your reporting records.
* For my next steps, I plan to (do blank).

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. Leaders should inform staff if it is a green, yellow, or red incident.

Incident Severity for Crew Leaders

	Near Miss	Green: Minor	Yellow: Serious	Red: Critical
Impact	Negligible impact	Short-term impact	Long-term impact	Lasting Impact
Criteria	Significant consequence is narrowly avoided.	**Routine incident** resulting in minimal disruption to programming.	An **urgent incident** requiring emergency intervention.	A potentially **life-altering** incident.
Escalation to SCA management	Crew leaders manage locally in the field and report to local staff at appropriate times.	Crew leaders manage by informing or discussing with local program staff at appropriate times.	Crew leaders immediately escalate for guidance and direction. Local staff escalate to national leadership.	All: escalate immediately to activate critical incident response plan.
Injury or Illness Incidents	Any close call which significant injury or illness is narrowly avoided.	An occurrence that requires a routine response, such as simple first aid or a non-emergent assessment or care at a medical clinic.	An occurrence that requires an urgent response such as immediate evacuation, or assessment or care by emergency medical services, or the emergency room at a hospital.	Loss of life, limb, or paralysis.
Psycho-social Incidents		Mental or behavioral health concern that requires leader or staff intervention	Mental or behavioral health concern that requires professional assessment or intervention.	A life-altering event.
Missing Person(s) Incidents		Missing or unaccounted for person(s) resolved by the leader or group.	Lost or missing person or group that requires SCA support to be resolved. (e.g., calling emergency contact, etc.)	A person or group is declared missing.
Threatening Environment		An environmental or public threat that results in disruption to planned program activities.	N/app	N/app

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 to SCA's Media Relations via email to SCAPress@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 Hoye, SCA's Head of Communications 571-895-1772 or shoye@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, <u>NOLS Wilderness Medicine, Field Guide 6ᵗʰ Edition</u>. 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.*
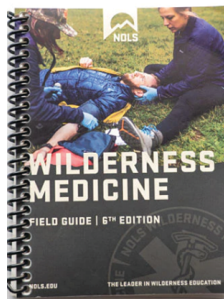
Allergic Reaction

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, NASAIDS (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. Assess for Anaphylaxis reaction:
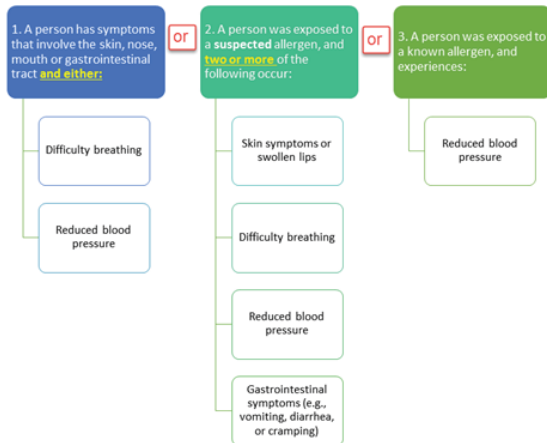
3. If the patient can swallow, assist the patient with Benadryl/diphenhydramine to lessen the symptoms and/or chance of a delayed reaction.
4. Assist the patient with administering epinephrine injection as instructed by the manufacturer: into the side of the thigh and hold for ten seconds. Follow the 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.

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1. Remove autoinjector from the protective case and remove blud cap at end.
2. Prepare the injection site
    a. Auto-injectors are designed to penetrate clothing, however, inject directly into skin when possible.
    b. If appropriate and a conscious patient agrees, pull down the patient's pant leg to expose the top part of the thigh.
    c. If possible, clean the injection site first with an alcohol wipe.
3. Deliver the epinephrine
    a. Press the orange end firmly against the outside of the patient's thigh. After hearing a "click" which indicates the needle has been deployed, hold in place for 10 seconds
4. Remove and dispose of auto-injector
    a. Place the auto-injector back into the carrying case.
    b. Transport auto-injector to the hospital with the patient where it can be provided to healthcare professionals and properly disposed.

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.

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 leaders or staff are required to record each instance an inhaler is used in the Field Log, as this is an indicator of the condition's stability.

Anyone who leaves the field or programming due to asthma needs to be re-cleared by their doctor and the SCA before re-entering the field or program.

1. Assess the patient; identify and remove any possible triggers.
2. Assist in delivering two puffs of rescue medication (each puff separated by three minutes, or as prescribed).

Wait 15 minutes and re-evaluate the patient.

3. If needed, assist the patient in receiving another two puffs (each puff separated by three minutes).

Wait 15 minutes and re-evaluate the patient.

4. If the patient's condition does not improve within an hour, begin an evacuation to seek medical treatment.

COVID-19

People with COVID-19 report a wide range of symptoms. This range extends from mild symptoms to severe illness. Signs and symptoms may appear 2-14 days after exposure to the virus. Individuals who present these signs or report these symptoms are suspected to have COVID-19 and pose risk to transmit the disease to others.

Signs & Symptoms of COVID-19

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Escalated Symptoms (seek medical care)

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Pale, gray, or blue-colored skin, lips, or nailbeds, depending on skin tone

   *Any other symptoms that are severe or concerning

COVID-19 Management Protocol

Care should be taken to ensure any suspected case of COVID-19 is treated promptly and appropriately to ensure any potential for transmission is minimized. Consult SCA staff for guidance. CDC guidance.

- COVID positive: isolate for at least 5 days and at least 24 hours after fever subsides.
- COVID syptoms: Immediately isolate and test.
- Close contact: Monitor for symptoms, wear a mask for 10 days, and test 5 days after suspected exposure.

Evacuation Criteria

Notify and coordinate with the position supervisor via position call guide to evacuate patients exhibiting these signs and symptoms:

1. **Any Airway, Breathing, Circulation, Neurologic Deficit, or Environmental problems, current or resolved.**
   - Anaphylaxis
   - Severe asthma attack
   - Persistent shortness of breath from any cause
   - Unexplained, persistent chest pain
   - Signs and symptoms of shock

2. **Altered Mental Status (AMS).**
   - Loss of consciousness/changes in level of responsiveness (LOR) that is related to a medical/traumatic condition or cannot be explained
   - Changes in vision or speech
   - Disoriented/irritable/combative
   - Repetitive questioning
   - Seizures – convulsive or otherwise unmanageable
   - Unexplained weakness

3. **Musculoskeletal trauma.**
   - Known or suspected fracture
   - Trauma that compromises distal **C**irculation (e.g., wrist pulse), **S**ensation, and/or **M**otor function (CSM)
   - Sprain or strain that impairs the patient's ability to move on their own for more than 24 hours, or otherwise disrupts program activity
   - Persistent inability to bear weight
   - Dislocations (resolved or not)

4. **Nausea & vomiting/diarrhea/fever.**
   - Persisting for more than 24 hours
   - Particularly with signs of dehydration
   - Sudden onset of severe abdominal pain
   - Abdominal pain lasting more than 4 hours

5. **Spinal injuries.**
   Significant trauma to the body, as determined by the *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

2024 Worker's Compensation Policy
Policy Number: WCC-Z11-253482-013
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 leaders 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, leader'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.

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.

Monopolistic States

In monopolistic states, (ND, OH, WA, and WY) workers' compensation is by the managed by the state government instead of a company like Liberty Mutual. Once the injury is reported to SCA staff, the SCA will file a claim with the state worker's comp.

> *<u>Washington Only:</u> The injured worker is responsible for filing a claim in the state. The injury also needs to be reported to SCA and SCA notified if the injured worker is filing a worker's comp (Labor & Industry – LnI) claim. If seen at a hospital, notify the hospital the injury is work related and the hospital will file a claim. Write down the claim number and contact information to provide to SCA.

<u>Washington Labor & Industries</u>

https://lni.wa.gov/claims/for-workers/file-a-claim/

1-877-561-FILE (3453)

<u>North Dakota</u>

https://www.workforcesafety.com/employees/reporting-injury

800-777-5033

<u>Ohio</u>

https://info.bwc.ohio.gov/for-workers/claims/filing-a-claim

800-644-6292

<u>Wyoming</u>

https://dws.wyo.gov/dws-division/workers-compensation/claims/

307-777-7441

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 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
- Photos of all vehicles involved (all the way around, not just damage)and the scene of the accident.
- Write a witness statement of event (outlined later in this chapter).
- 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.

Information to collect and provide to an SCA supervisor

- Description of damage to the SCA vehicle
- Description of damage to other property
- Does the SCA vehicle have a Wex card?
- SCA & other vehicle: VIN, make, model & year, color, license plate state & number.
- SCA & other driver: Name, date of birth, address, phone, driver license state, driver licsense number. Other driver's address, email, and phone.
- Other vehicle auto insurance: carrier (company name), policy number, carrier phone, carrier address
- Other vehicle registered owner's name & contact information
- Other passenger's names & contact info (for all vehicles involved). Were any passengers injured? If transported by ambulance, what medical facility?
- Responding officer's information: agency & department, police report or case number.

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.

SCA Vehicle Insurance Information
Insurance Carrier: Philadelphia Insurance Company
Company Number: 23850
Policy Number: PHPK2256604 (valid through 4/01/24)

Agency/Company Issuing Card:	Insured:
Fred C. Church, Inc. 4	The Student Conservation Association, Inc
1 Wellman St	4601 North Fairfax Dr.
Lowell, MA 01851	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
- o   Account # XZ10022
- o   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
- o   Billing # AV62580-84-9998-6
- o   Discount # L1283014
- o   Roadside Assistance: (800) 354-2847

ARI Leased Vehicles (800) 227-2273

Enterprise Maintenance Needs:
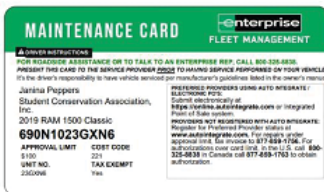
Each vehicle under the Enterprise Fleet Management has a unique authorization card associated with it. Make sure the driver knows about the card and ask if they have it in hand. If the vehicle needs service, take it to an authorized Enterprise service partner. Present the maintenance card before any 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.
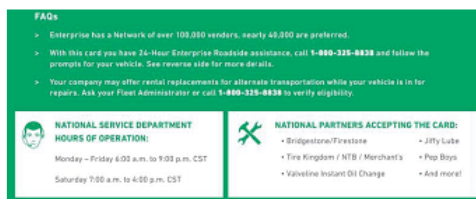
3. Psychosocial Incident Management

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.*

Mental Health Red Flags

Report these behaviors to the position supervisor via the position call guide:

- Consistently over sexualized behavior
- 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.
- 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?
- 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.
- Persistent social isolation or excessive dependency on others.
- Signs or threats (verbal or written) made towards others (e.g., "bullying" or anger management issues).

Psychosocial Incident Protocol

The mental health pyramid offers a framework to define the scope of SCA practice related to mental health conditions. Mental health conditions and situations can present with a slow onset or a rapit onset. All situations involving concerning behaviors should be immediately reported to SCA staff. Chapter 4: Member Engagement outlines more approaches and tools to working with mental health conditions and concerning behaviors.

Level One Situations

Situations from the program.

These are **low level acute situations** (rapid onset). These are not life-threatening and do not require immediate psychiatric or medical attention. They are referred to as Level One situations because they have a lower level of risk or potential for danger. No

significant pattern of unhealthy behavior is present other than what can be explained by the acute onset. *These situations can be managed locally in the field; however, field staff should check-in with the position supervisor for support and guidance when reasonably practicable.* If left unaddressed, these types of incidents can become more serious and escalate to level two situations.

Examples of Level One Situations:

SCA's Mental Health Pyramid
the scope of practice for SCA helpers

- 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**

Level Three Situations
Situations originate before the program and are exasperated during programming.
Least common

Level Two Situations
Situations originate before the program and are brought to the program.
Somewhat common

Level One Situations
Situations from the program.
Most common

Guidance to Respond to Level One Situations
- Report all minor and routine incidents.
- Remain calm, listen, and reflect the feelings you hear or see. Most of the time, if you are displaying a calm, caring, respectful attitude, members will mirror that and calm down.
- Do your best to help the member express their feelings in healthy ways (crying, talking, journaling, walking, arts & crafts, exercise, and so forth).
- 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. 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.

Level Two Situations

Situations originate before the program and are brought to the program.

These include chronic mental health situations from the member's past that typically involve some degree of disturbance in their daily functioning on the program including sleep, appetite, eating, attendance, attitude, motivation, energy levels, etc. Like Level One situations, these are usually not life-threatening but can be extremely overwhelming and draining for the member and challenging for the other members 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, Level Two Situations can 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 leader is to serve as helper. Helpers aid members in defining success for them throughout their program experience. 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** or 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, and the like
- **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

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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 or virtual contact with a mental health professional with whom they have 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 confidentiality and privacy.
- Use positive 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 the SCA staff, but also be honest and forthright about your comfort and ability.

Level Three Situations

Situations originate before the program and seem to be exasperated by program participation.

These are **acute serious situations (rapid onset)** that in most cases require immediate psychiatric and/or medical attention. While rare, these are often scary situations for field staff and 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 anyone's personal safety.*

Examples of Level Three Situations:

- **Recent sexual assault or rape** (before or during the program, including during time off)
- **Suicidal ideation** with or without a 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 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

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Guidance to Respond to Level Three Situations
- Immediately notify the 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 confidentiality and privacy. Only if directed by the SCA staff, contact parents/emergency contacts, partner personnel, or other contacts.

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 to 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.

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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 contribute to psychosocial harm, and can cause disruptions to programming such as delayed or cancelled project work.

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 themself lost and alone, they should:

- Stop and wait for help to come. Continuing to move may make it harder to be found.
- Make themselves heard. Use a whistle, another noise making device, or yell. Use regular patterns to signal they are lost. Commonly, three whistle blasts every minute signals sign of distress.
- Make themselves visible (use good judgement, don't climb a tree but do stand atop a hill or clearing).
- Take steps to protect against changing weather conditions. Ration food and water in the event it takes a while to be located.

If in a group, keep group members together and use the same procedure.

Steps to Locate a Missing Person(s)

Step 1: Conduct an initial field search

As soon as someone is noticed to be missing or unaccounted for, an initial field search should be conducted. The group should be organized to search in a strategic manner, but also kept together to avoid missing more members. Trailheads, 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 identity that may have contributed to the incident, including attention, distraction, carelessness, dehydration, nourishment, experience, qualifications, competence, fatigue, group dynamics, poor hygiene, judgment, decision making, deader to participant ratio, low motivation, instructions not followed, physical condition, fitness, planning, preparation, policy not followed, program design, schedule, itinerary, activity selection, risk assessment, safety management, social misunderstanding, or cultural Misunderstanding.

Objective Factors Involved: Terrain, weather, vehicle, and tools involved in the incident.

Actionable Steps for Prevention & Minimization: Key learnings and take-aways that will be applied to prevent the incident from occurring or minimize the outcome of a similar incident.

7.   Incident Documentation

Incidents reported from the field are documented 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 physical harm or bodily injury.

Illness – an occurrence resulting in physical illness, not including mental health.

Psychosocial – an occurrence resulting in social or emotional harm or otherwise affecting mental health negatively affecting mental health.

Missing Person(s) – a situation involving an unplanned and unaccounted-for period of time.

Threatening Environment – an environmental situation involving an external threat to SCA personnel or otherwise disrupts programming (e.g., weather, environmental, facility-related, public personnel, etc.)

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.

Witness Statements

Sometimes staff will ask leaders to collect a witness statement(s). Witness statements should address who, what, when, where, why and how of the incident. All witness statements must be signed and dated by the witness and the person collecting the witness statement. The following questions should be answered in writing, usually in a narrative form:

- • What happened; what did you see? What was said or done by whom?
- • When and where did this happen?
- • Have you had any previous issues with _____? If yes, what were the issues?
- • Was anyone else involved?
- • Is there anyone you feel it is important that I talk to?

The witness and statement taker should sign and date the written statement.

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