

Training College Outdoor Program Leaders

by Rick Curtis, Director, Outdoor Action Program, Princeton University

This material may be freely distributed and used by the anyone. However, if included in publications, written or electronic, attributions should be made to the author.

This appendix to the Training College Wilderness Leaders article contains some of the training details behind the approaches summarized in the article.

The OA Leader Training course utilizes several evaluation methods to make sure that participants have mastered all of the necessary skills. The first is a Testable Skills Checklist which Leader Trainers use in the field to make sure that they have observed the participant in each of the required skill areas. The second is the Testable Skills Written section where participants are required to answer questions about skills that are not covered in the practical section. The final is a participant evaluation where the Leader Trainers evaluate the strengths and weaknesses of each participant. Versions of the sample forms with extra spaces removed are shown below.

LEADER TRAINING COURSE - TESTABLE SKILLS CHECKLIST

TRAINEE _____ CLASS _____ SEX _____

TRIP DATES _____ LOCATION _____

TYPE OF TRIP _____

LEADERS _____

Leader Initials	Skill Area	Skill
	Stoves	Stove Lighting
		Stove Filling & Cleaning
	Knots	Bowline
		Tautline Hitch
		Square Knot
		Truckers Hitch
		Half Hitch
	Map & Compass	Identify the following map features: contour lines, true north, magnetic north, map scale.
		Orienting map using land features
		Orienting a map using compass
		Taking a bearing
	Hygiene	Water Purification
	Camp	Tarp Setup
		Bear bag

--	--	--

LEADER TRAINING COURSE - TESTABLE SKILLS WRITTEN

TRAINEE _____ CLASS _____ SEX _____

TRIP DATES _____ LOCATION _____

TYPE OF TRIP _____

LEADERS _____

This written test is designed to test your skills in various areas. You may use any sources you wish to complete this test. You may not simply copy verbatim from a source.

- 1. Map and Compass
 - a. Orient the map by compass and by terrain features
 - b. Take a bearing off an object and transfer it to the map
 - c. Walk a bearing

- 2. Minimal Impact Procedures - Explain the following procedures
 - a. Campsite Selection and setup
 - b. Washing dishes
 - c. Latrines
 - d. Dealing with garbage
 - e. Personal Washing/hygiene
 - f. Hiking
 - g. Fire Building (when fires are allowed)

- 3. First Aid & Safety
 - a. Explain proper blister care (from hot spot to full blister)
 - b. Explain proper water purification techniques using 2% tincture of iodine, and boiling
 - c. Explain how you would have a group cross a roadway.

- 4. Trip Planning
 - a. Explain how to set up a Time Control Plan

LEADER TRAINING COURSE - PARTICIPANT EVALUATION

TRAINEE _____ CLASS _____ SEX _____

TRIP DATES _____ LOCATION _____

TYPE OF TRIP _____

LEADERS _____

1. SKILLS RATINGS: Circle your estimation of the person's ability or knowledge in each area. On the scale 0 represents no ability and 5 represents extensive ability.

	None	Little	Moderate	Average	Good	Extensive
Minimal Impact Camping (on trail)	0	1	2	3	4	5
Tent/Tarp Set-up	0	1	2	3	4	5
Equipment - Care & Use	0	1	2	3	4	5
Basic First Aid	0	1	2	3	4	5
(Blister Care, Dehydration, Hypothermia, First Aid Kit Contents)						
Accident Scenario Performance	0	1	2	3	4	5
Safety Consciousness	0	1	2	3	4	5
Physical Ability	0	1	2	3	4	5

2. GENERAL COMMENTS: Be brief, but try to give a fair picture of the person's abilities. Final decisions will be made by the Program Director.

- A. How does s/he get along in a group?
- B. How does s/he perform while leading the group? What is his/her leadership style?
- C. What are his/her strengths as a leader?
- D. What are his/her weaknesses?
- E. What type of leader would you pair with this person?
- F. Please rate the person in one of the following categories and explain why you gave the person that rating:

_____ 1 = Leader-in-Training (someone who needs more general trip experience before s/he is ready to be an Assistant Leader)

_____ 2 = Assistant Leader (someone who has the basics of hard skills and soft skills to be assistant leading a trip with a Primary Leader - who has led before)

_____ 3 = Co-Leader (someone who has solid hard and soft skills and who would be competent to lead with someone at a similar skill level even if neither had led before)

_____ 4 = Primary Leader (someone who has excellent hard and soft skills who would be competent to lead a trip and supervise an Assistant Leader) Note: Only people who have extensive outdoor experience before entering OA are apt to be considered for this category.

OUTDOOR SAFETY MANAGEMENT WORKSHOP

This workshop is based on the Dynamics of Accidents Model developed by Alan Hale of the International Safety Network. The notes below form the basis of a two hour workshop on safety management that all leaders are required to attend.

I. OA as a Risk Activity

1) How do you define an accident? Definition - chance or what happens by chance; an event that happens when quite unlooked for; an unforeseen and undesigned injury to a person; an unexpected happening; a casualty; a mishap.

- 2) Read "Thanksgiving Death in the High Peaks" - Why did this occur? Separate answers into Environmental Hazards and Human Factor Hazards.
- 3) What are some of OA's risk activities? What is the highest risk? (Driving)

II. Theory Of Accidents - How Accidents Occur

1) Dynamics of Accidents Formula



These two factors can overlap to a greater or lesser extent. The greater the overlap the higher the Accident Potential.

2) Examples of Hazards

Environmental Hazards

1. ACTIVITY
 - static
 - dynamic
2. LOCATION
3. SEASON/CLIMATE

A) Environment

- rocky trail
- exposed ledges
- cold temperatures
- rain
- darkness
- overexposure to sun
- poison ivy
- bees

B) Equipment

- broken stove
- boots not broken in
- improper clothing
- inoperative equipment

C) Driving/Transportation

Human Factor Hazards

A) Participants

- no awareness of hazards
- no skills to avoid hazards
- resistance to instructions
- irresponsible/careless attitude towards self, others, equipment
- need to "prove" self, macho attitude
- poor physical strength, stamina
- fear

B) Leaders

- lack of knowledge of environmental hazards
- inadequate skills to extricate group and self from hazards
- poor safety judgment
- poor teacher of necessary skills
- instructions unclear
- poor supervisor, does not correct problems
- ineffectual under stress
- lack of teaching plan

C) Drivers

- poor driving skills
- rushing to meet schedule
- overly tired on long drives

bad road conditions
darkness
unfamiliar road
difficult road (CLASS I - VI)
other erratic drivers
pedestrians/cyclists

not driving defensively

D) Group

group not yet formed, lacks cooperative structure
interpersonal friction's unresolved
poor communication patterns excessive competition
scapegoating or lack of concern for slow or different individuals
excessive pressure or stress to perform - "macho"
no practice in working harmoniously under stress
lack of leadership within group
splintering into sub-groups

3) Sample Accident Scenarios

Think of an accident situation you have been in whether on an outdoor trip or in some other setting. Analyze the situation and list the Environmental Hazards and the Human Factor Hazards that led to the Accident Potential.

4) Teaching the Formula = Reducing the Accident Potential

It is essential to teach the Dynamics of Accidents Formula at the very beginning of any trip (or prior to leaving campus) so that all participants are aware of how their behavior is directly related to reducing the possibility of accidents. Participants then can take some responsibility for their own safety. The formula gives you five basic things:

- a technique for evaluating risk potential in the field
- a tool for analyzing how accident potential can be reduced
- a decision making tool
- a rationale for why OA has particular things we teach, particular rules and policies
- a rationale for why you make particular decisions

5) Environmental Briefing

A comprehensive Safety Program allows one to intervene to prevent Human Factor Hazards from overlapping with Environmental Hazards and thereby reducing the Accident Potential. In order to do this it is necessary to rethink from Day 1 of the trip *what is an environment?* In planning a trip the leaders must examine the environment and the activities of the trip in order to ascertain what the possible environment hazards of that trip are. This information must be communicated to the group in the form of an Environmental Briefing at the beginning of the trip with subsequent briefings when there is a change in environment or activity (e.g. if a hiking group changes to canoeing the environment and activity have changed and there are different environmental hazards). The first Environmental Briefing should follow the leaders' presentation of the Dynamics of Accidents formula. On longer trips it may be useful to have the participants do some of the Environmental Briefings once they are familiar with the formula. This can be done with the help of the leaders. The Environmental Briefings set a a tone for safety and help inculcate the idea that the participant is responsible for his/her own behavior.

6) What If?

It is important to analyze the possible accident potentials from a what if perspective. Ask yourself what is the worst case scenario. Then ask yourself what you can do to reduce the accident potential.

7) Prepare a sample Environmental Briefing

You will be leading a hiking trip on the Appalachian Trail in the Delaware Water Gap in the first week of May. Write a sample Environmental Briefing for this trip.

III. Record Keeping

Record keeping is an important part of any safety program. Keeping records and reports allows OA to find trends in situations that may lead to changes in training for leaders, equipment, activities, and routes.

1) Accident Reports - These are to be filled out whenever there is an accident on a trip. It documents how the accident occurred, where, when and what treatment was given to the injured person(s). These forms are to be filled out under the following circumstances:

- If there is an injury or illness which requires treatment for more than one day of the trip.
- If an injury or illness causes the person to miss some part of the trip (e.g. group has to wait 1/2 day for person to recover).
- If the person needs to be transported to a medical facility for examination and/or treatment.

2) Field Information Reports - These forms are filled out whenever there is a “near miss” accident - a situation in which no one was injured but which could have resulted in injury. It is also used to communicate any other useful information that someone traveling in that area would need.

3) Emergency Report Form - This form is filled out whenever there is an injury which requires outside medical assistance. The form is designed to be quickly filled out and to make sure that all necessary information is transmitted to authorities.

IV. Pre-trip Planning

The essence of any safety program lies with pre-planning. It is essential to cover a wide variety of areas before the trip, during, and after in order to maintain maximum safety.

1) Pre-trip Planning

A) Route Planning

- i) Trail conditions
- ii) Water availability and quality
- iii) Rangers
- iv) Emergency phone numbers
- v) Weather forecasts
- vi) Daily evacuation plan
- vii) File overall trip plan with program director

B) Application forms from all group members - informs leaders of previous experience, any medical problems, disabilities, allergies, food issues etc.

C) Teaching Plan - a teaching plan should be developed for each major activity that will occur on the trip. This plan should present a well thought-out and step-by-step plan for safely teaching skills. This should also be shown to the program director prior to the trip.

D) Equipment -

- i) What to bring - Leaders should examine what the equipment needs of the trip are based on activities, location, and weather (see OA Personal and Group Equipment Lists).
- ii) Check it out - Leaders then need to make sure that all participants have the necessary equipment. If people are bringing their own equipment, it must be examined to make sure that it is in good shape. Also all OA equipment should be checked to make sure it is in good working condition.

iii) How to use it - Participants must be instructed on the safe and appropriate use of all equipment.

2) During the Trip

- A) Teach the Dynamics of Accidents Formula
- B) Give Environmental Briefing
- C) Teaching Skills - (see OA Handout - Teaching a Skill)
- D) Accident Response - In case of an accident react calmly and thoughtfully so as not to further injure or exacerbate the situation. *Specific details of accident response are covered in CPR and first aid training.*
- E) Multiplication of Errors - through poor judgment/overreaction - Give rappelling example.

3) Post-trip Activities

- A) Record and write up any accidents, near-misses or information to be transmitted. Report this information directly to the program director.

V. Implementing Program Change

- 1) Improving the safety of a program involves a combination of all the items discussed above. The basic model for change is as follows:



VI. SAFETY = JUDGMENT

- 1) Know your limits and groups limits. Be conservative.
- 2) Be flexible - (e.g. change route if needed) camp early if group tired

OA GROUP SKILLS WORKSHOP SCHEDULE

The OA Groups Skills Workshop is a 12 hour workshop in leadership and group dynamics that all leaders are required to attend. Since most of the workshop comes “out of my head” these somewhat cryptic notes are what I use to remind myself of the important topics to cover. It may or may not be decipherable by others.

NOTES:

DY = Dyad

EX = Experience

SG = Small Group Discussion
 PR = Processing
 WG = Whole Group Discussion

LC = Lecture
 JO = Journal Writing

CONTRACT: 100% On time Inclusive language Challenge
 I language, Eye language Wear name tag Confidentiality Right to Pass
 Keep the place clean Be sensitive to others Listen to others Quiet in halls
 Games - some have a purpose, others are just fun to take a break (just like on a trip)

MATERIALS:

MOB - Management of Organization Behavior
 CMOB - Conscious Use of Metaphor in the Outward Bound Educational Process
 IOH - Islands of Healing
 PTE - Processing the Experience
 ROI - Role of the Instructor in the Outward Bound Educational Process
 ABRIS - Adventure Based Resource Index System

FRIDAY			
Time	Activity	Notes	Resources
	I. WORKSHOP DESCRIPTION/GROUND RULES/CONTRACT - 10 min.		
5	LC - Format - exercises, lecture, discussion, experiences, writing		
5	LC - Ground Rules - Contract (hands raised)		Contract
	II. INTRODUCTION - 35 min.		
10	EX - Name Game	Do one big name game no matter how many people	Name tags, marker
5	JO - What do you want to get out of the workshop? - 5 goals		journal
	III. PHILOSOPHY OF OUTDOOR EDUCATION - 2 hrs		
	A. Goals - What is the purpose/value of OA?	Recipe List - how to cook, each chef different	
10	SG - What are the goals of OA? Then prioritize top 3		
10	WG - Why the outdoors? - What components		
10	LC - Wilderness Quotes	Chief Seattle	QUOTES
10	SG - How does OA accomplish these goals?	controlled challenge + group experience + wilderness = growth	
5	EX - Activity: 2 Person Trust Fall		
15	DY - What is a challenge for you? (1:1 or 1:2, self-disclosure)		
10	BREAK		
	B. Methods - How do we accomplish the goals?		
15	LC - Thaw-Shift-Refreeze Model (Icebreakers/Tone Setting)	Thaw precipitated by challenge Disequilibrium, The Edge	PTE

5	LC - Goals & Obstacles (internal, external) - Challenge by choice	Relate to radar/assessment	
5	LC - Disequilibrium, Development, Processing		Goals - IOH 103
10	EX - Knot		
5	SG/JO - How do you help someone when they are challenged (and yourself)		
5	LC - Challenge quotes - challenge yourself not the wilderness	internal vs external locus of control	QUOTES
5	LC - History of Outward Bound & Kurt Hahn - Read "My Most Unforgettable Character"	Success, failure and self-esteem	Josh Miner piece
10	PR/WG - Short Debrief		
VI. CLOSURE			
15	JO - Write example of cycle of change in your life. What is the challenge that initiates the thaw?		Journal

SATURDAY			
Time	Activity	Notes	Resources
15	EX - get everyone warmed up		
10	LC - Setting the Tone	Rick's OB story	
10	WG - What did you think of last night? What was challenging for you?	Review basic concepts, Thaw, challenge, edge, recipe	
10	JO - Anxiety meter - when was it high? what was it like at your edge?		
VII. LEADERSHIP - 2 hours 15 min			
A. Definition - 30 min.			
15	SG - What makes a good leader? (top 5 nouns that describe) nouns harder	Break groups into bridge units	
15	WG - Leadership characteristics/definition from SG lists	Write on board, in Task/Relationship columns for later	
15	BREAK		
B. Styles - 1 hr. 5 min.			
50	EX - Bridges - select a leader	5 min. intro, 30 min. bridge, 15 min. debrief	Tinkertoys, books
10	PR/WG - How did you accomplish your style? What techniques did you use? When might you use different approaches?		
10	BREAK		
C. Task/Relationship Skills - 30 min.			
5	EX - 10 member pyramids	race 3 or 4 times	ABRIS 876
10	JO - Rate Yourself on Task/Relationship		Task/Relat.Q uest.

5	JO - Score Task/Relationship		Task/Relat. Score
5	JO - Where do you need more work? Task vs Relationship	+ on those that are natural - on those that need work introduce balance with co-leadership	Task/Relat. List
10	DY - Where are your strong/weak areas of leadership?		
10	LC - Distributed Function Model	Taken from nouns above	
75	BREAK: LUNCH - 1 hr. 15 min.		
15	EX - to get people warmed up		
	D. Situational Leadership - 1 hr.		
10	SG - How do you encourage participants to take on leadership roles?	Emphasize their Task/Relationship skills	
5	WG - List encouragements	Encourage them to try new Task/Relationship roles	
5	SG - How do you get people to grow?	Introduce a challenge to initiate Thaw-Shift-Refreeze	
15	LC - Situational Leadership Model	Build model on board. Use poster last. Assessment = Leaders Radar, relate SL style to roles	
10	LC - Situational Leadership & Cycle of Change		MOB 318
5	LC - Styles of Leadership, when to use them	style = technique	
5	LC - Co-leadership - find your own voice metaphor		IOH 156
15	BREAK		
	VIII. DEALING WITH PROBLEMS - 3 hr. 5 min.		
10	EX - to get people warmed up		
20	SG - Gender Issues - What about other cultures etc.?	have those identified as Task on one side, Relationship on other - generally male/female. IN SG discuss ways in which OA can break through this gender stereotype. Ldrs & participants alternating gender roles, inclusive language, respecting others values, "Safe" environment	
	A. Conflict - 1 hr. 30 min.		
45	EX - Stranded in the Desert - role play version		Stranded in Desert
15	SG - How did you deal with conflict in Desert Survival? What ldr. roles did you play?		Task/Relat. Roles
10	WG - What is conflict?	Difference in needs, goals, norms, Disequilibrium, stress, anxiety, Edge	Maslow's hierarchy of needs
20	PR/WG - Debrief Stranded in Desert & Conflict		
15 - 25	BREAK - IF WARM GO OUTSIDE FOR SOME GROUP GAMES	Trust Walk, Monster Race, blind nature trust walk	
	B. Specific Problems - 1 hr. 25 min.		

60	SG - Situations/Role Plays (1 person in SG role play)	Have leaders and participants comment on how they felt in their roles. Were leader comments helpful to participant? Compensation, accept person not behavior, quote OA Policies (Rick), quickly correct inappropriate language, know how much to push, OK for ledr to have an edge(I'm not comfortable with unsupervised bouldering)	Situation Cards, ask for other role plays
15	DS - What types of problems/conflicts are you likely to deal with in OA?	Deborah Tannen - male vs female communication styles, talk about gender issues of male/female = hard/soft skills	Read Co-leadership
10	SG - Personality Types - list types you will find on trip, identify areas of conflict	1 extrapolates and role plays a problem, the others solve	OPTIONAL
75	BREAK: DINNER - 1 hr. 15 min.		
	X. TRANSFERRING THE EXPERIENCE - 40 min.		
	A. Transference - 15 min.		
10	JO - Example of your compensating behaviour		
15	LC - New facet of Thaw-Shift-Refreeze - Debriefing	The Edge	Processing, PTE
	B. Methods of Debriefing - 35 min.		
15	LC - Journal - Daily Debrief - Solo - Final Debrief - artforming structure - increasing risk/self-disclosure	Fill my cup (short - person right and left, long - everyone) Write a letter to yourself, mail it in a month Personal Shield Life Spiral	IOH 170 - 182 PTE
15	Guided Fantasy		OPTIONAL
20	SG - Hand out Design a Debriefing, have groups come up with 2 questions in different categories, and have them run final debrief (RC helping)	A What? So What? Now WWhat?	Design a Debriefing
20	JO - Hall Solo, Review expectations of workshop, leader goals, Journal - Write about personal experience of Thaw-Shift Refreeze during workshop, life - what was the precipitating challenge - personal experience of challenge - rate yourself as style of leader - what areas of leadership do you need to work on - think of one new behavior for you in workshop, relate that to daily life, what do you do to incorporate that behavior? EX - Evaluation of GSW (<i>on hall solo</i>)		Journal, GSW Evaluation
	XI. CLOSURE - 60 min.		

10	LC - Review major concepts		GSW Basics
20	EX - Final Debriefing of Group (see above)	Mention Medicine Wheel - your point on the compass and moving through the other points to reach closer to the center	
10	TASK - CLEANUP		

OA LEADER TRAINING COURSE TOPIC OUTLINES

These outlines are designed to aid in the learning process for those training to be leaders and to serve as an extensive trip preparation outline for leaders leading trips. For the Leader Training Course, some of these topics will be covered pre-trip, and some will be covered during the trip.

PRE-TRIP OUTLINES

ROUTE PLANNING -

1. Area Regulations
 - a. Trails
 - b. Camping
 - i. locations for campsites
 - ii. campsite regulations
2. Prospective Camping Sites
 - a. Water availability - quality
 - b. Terrain
3. Distance Traveled per Day
 - a. Time scheduled for teaching
 - b. Schedule time for breaks
 - c. Elevation changes
 - d. Terrain
 - e. Trail conditions
 - f. Time Control Plan for the day
 - g. Alternatives - to accommodate the unexpected
 - i. bad weather
 - ii. injury
 - iii. class over-run
4. Weather
 - a. Typical conditions for time of year
 - b. Atypical conditions
 - c. Any possible hazards (route hazards) created by certain weather conditions

GROUP EQUIPMENT - Categories

1. Cooking/cleaning
2. Shelter
 - a. tarps & set-up
 - b. tents
3. Travel Equipment
4. Hygiene
5. Repairs
6. First Aid & Emergency - handled by First Aid person
7. Food - handled by Food persons
8. Miscellaneous

PERSONAL EQUIPMENT -

1. Decision Factors for Personal Equipment
 - a. activity(ies)
 - b. temperature - averages

- c. weather conditions - precipitation
 - d. route - elevations
 - e. trip length
 - f. 10 Essentials
2. Clothing
 - a. materials
 - b. layering
 - c. dressing for climates/weather
 3. Footgear
 4. Personal Items
 - a. what to bring
 - b. what not to bring
 5. Packing a Pack
 - a. where to load items
 - b. taking the pack on and off

KNOTS & LASHING -

1. Basic knots needed for tarp set-up and in-camp use
 - a. Overhand
 - b. Clove Hitch
 - c. Taut Line Hitch
 - d. Bowline.
 - e. Truckers Hitch

DURING THE TRIP OUTLINES

TRAIL TECHNIQUES -

1. Lead & Sweep persons
2. Group Hiking
 - a. speed
 - b. distance separation
3. Hiking Techniques - Energy Conservation
 - a. rhythmic breathing
 - b. pacing
 - c. rest step
 - d. walking uphill
 - e. walking downhill
 - f. contouring
 - g. traversing an incline
 - h. river crossings
4. Non-hiking Time
 - a. rest stops
 - b. teachable moments
 - c. education games
 - d. drink/food stops
 - e. blister/first aid stops
5. Minimal Impact on the Trail - done by Minimal Impact person

MAP & COMPASS -

1. Map Reading
 - a. scale

- b. contour lines
- c. symbols
- 2. Compass - Parts
- 3. Using Map & Compass
 - a. true north vs. magnetic north - declination
 - b. orienting the map
 - c. taking a field bearing
 - d. taking a map bearing
 - e. using map & compass to determine location
 - f. triangulation
- 4. Orienteering Techniques
 - a. leapfrogging for walking a bearing

MINIMAL IMPACT TRAVEL & CAMPING -

- 1. Pre-trip Planning
 - a. type of environment
 - b. what to bring
 - i. disposable
 - ii. non-disposable
 - c. area regulations - check with Route people
- 2. Backcountry Travel
- 3. Camping
 - a. campsite selection
 - b. set-up
 - c. breaking camp
- 4. Fires
 - a. when to use fires
 - b. site selection
 - c. types of fires
 - d. firewood selection
- 5. Personal & Group Sanitation
 - a. principle factors in waste disposal
 - b. catholes vs. latrines
 - c. disposable items
 - d. non-disposable items
 - e. food disposal
 - f. cleaning
 - i. cooking gear
 - g. Personal Sanitation
 - i. self
 - ii. Women's Issues

FOOD & NUTRITION -

- 1. Nutritional Requirements
 - a. energy requirements
 - i. altitude
 - ii. season
 - b. water
 - i. altitude
 - ii. season
- 2. Food Groups

- a. carbohydrates
 - b. fats
 - c. proteins
 - d. vitamins & minerals
3. Food Types
- a. criteria for food selection
 - i. purpose of trip
 - ii. weight
 - iii. spoilage
 - iv. availability and expense
 - v. variety
 - vi. preparations
 - b. milk group
 - c. meat group
 - d. bread & cereal group
 - e. vegetable & fruit group
4. Menu Planning
- a. calculating amounts
 - b. spices
 - c. baking
 - d. food allergies/vegetarian/kosher
 - e. re-packaging
5. Cooking Equipment - plan in cooperation with Group Equipment person
- a. the outdoor kitchen - set-up

FIRST AID EQUIPMENT & PROCEDURES -

- 1. Contents of OA First Aid Kit
 - a. basic kit
 - b. blister kit
 - c. medications
 - d. seasonal additions
- 2. Wilderness Injuries & Treatment
 - a. foot care
 - i. blister prevention
 - ii. blister treatment
 - b. Hypothermia
 - c. water purification

THE FOLLOWING SUBJECTS WILL BE COVERED BY THE LEADER TRAINERS:

- d. sprains & strains
- e. broken bones
- f. cuts
- g. infections
 - i. wound
 - ii. systemic
- h. burns
 - i. heat
 - ii. sun
- i. shock
- j. frostbite

- k. hyperthermia
- l. women's health issues
- 3. Preventive Measures
 - a. effective route planning
 - b. notifying authorities of plans
 - c. pre-plan for emergencies
 - i. emergency procedures, phone numbers
 - ii. evacuation plan
 - d. appropriate equipment - personal & group
 - e. carry adequate water - treat water as needed
 - f. blister prevention & early treatment
 - g. good kitchen & personal sanitation to prevent GI distress
 - h. rest at regular intervals to prevent fatigue
 - i. prevent hypothermia
 - j. know allergies and medical histories of all trip members
 - k. carry extra food, water, clothing
 - l. be prepared for a bivouac in case of an emergency situation
 - m. don't push beyond the skills and fitness of any of the group members
 - n. be in good physical shape and in good health

WEATHER -

1. Air Masses
2. Fronts
 - a. warm
 - b. cold
3. Rain and Snow
4. Storms & Lightning
 - a. lightning protection
5. Forecasting

GROUP GAMES -

1. Initiative Tests and Games Designed to Facilitate Group Interaction & Cooperation
2. Initiate discussions on group dynamics