



Big City Mountaineers
Adult Handbook
2016 Revision

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Section A: General Information

Topics:

- Mission
- Objectives
- BCM Today
- BCM Corporate Partners

Mission and Objectives

Mission: Instill critical life skills in under-resourced urban youth through transformative wilderness mentoring experiences.

BCM is a teen-focused organization; that is, teens are at the center of all activities. Programs are designed, structured, and framed to support developing teens' character. Every BCM experience will be presented with unexpected challenges and events, but by consistently returning to the following objectives as a foundation to base your decisions, your team will be poised to provide the teens with a successful experience.

Objectives:

- Provide an **emotionally and physically safe wilderness** based expedition to under-resourced urban youth in which they have opportunities to build:
 - **Character and citizenship**
 - **Self-esteem and self-efficacy:** increased awareness of personal strengths and ability to use these strengths positively
 - Acceptance of **responsibility** for decisions and behavior
 - Ability to make **group and individual goals**
 - **Resiliency**
 - **Care for others**
- Develop and maintain an environment that places importance on diversity and respect for others in the group and allow youth and their mentors to share their life stories
- Create a pathway for youth to transfer their learning from the BCM expedition to home.

BCM History

Big City Mountaineers was founded in 1989 by James (Jim) A. Kern. Jim came from a background of extensive outdoor experience, as well as success founding nonprofit organizations. In 1966, he founded the Florida Trail Association and in 1977, he co-founded the American Hiking Society. In 1989, Jim saw an ad in his local newspaper that read, "Buy one (airline) ticket and get a child's ticket for \$1." He invited his youngest son, another adult, and a young man from a low-income neighborhood in Miami to share a backpacking adventure in Montana. The expedition was a success and the idea of BCM was born.

In 1990, BCM became a reality. The program included six adult volunteer leaders and six youth from two of the most crime-ridden areas of Miami. The program continued to gain momentum by bringing youth from southern Florida and adult volunteers from around the country together on trips to the Rocky Mountains.

In 1998, in order to address the growing size and complexity of the organization as well as the need to be closer to its Rocky Mountain operating areas, BCM headquarters moved from Miami to Denver, Colorado.

BCM spent the next several years focusing on growing both the number and quality of its trips, as well as establishing operations in areas outside of Colorado. Though the original BCM experience was an extended mountain backpacking trip, one of the operating areas adopted by BCM during this time was the Boundary Waters Canoe Area. In addition to adding canoeing in the BWCA, BCM expanded its backpacking operations to other areas of the country. The majority of these trips were run with youth and volunteers from different areas around the country who came together only for one weeklong wilderness experience.

Since 2005, BCM has gradually shifted its program design to a regional model. Focusing operations in core regions has allowed BCM to place youth and volunteers from the same geographies on expeditions, which take place in wilderness areas near their homes. This has also opened the door for BCM to explore longer-term interactions between youth and adults following their summer wilderness expeditions.

BCM Corporate Partners

SINCERE THANKS TO BCM CORPORATE PARTNERS FOR HELPING TO
INSTILL CRITICAL LIFE-SKILLS IN BIG CITY MOUNTAINEERS YOUTH.

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BACKPACKER



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Dueter
Thule



Section B: Policies and Guidelines

BCM manages risks involved with backcountry programming through a combination of policies and guidelines coupled to the best judgment of adults. BCM's policies and guidelines are crafted and formed based on the experiences of past volunteers, instructors, and the perspective of BCM's Safety Committee and the Risk Committee. BCM's policies are consistent with the standards of the industry. **Policies (numbered) must be followed; they are not subject to flexibility or interpretation.** Guidelines (bulleted), however, leave some room for flexibility based on BCM instructor's judgment. A significant departure from the spirit of the guideline is, however, unacceptable. Team members must be able to confidently answer "yes" to: "Is my decision to depart from BCM's guidelines, based on my best judgment, to help more effectively manage risk in this situation while simultaneously maintaining the integrity, quality, and spirit of the guideline?"

The following policies and guidelines apply to **all** BCM activities and participants, which include; staff, volunteers, teens, guests, visitors, etc. Policies are numbered. Non-numbered lines in this section are guidelines to be followed by all BCM participants.

1. Every adult member of a BCM expedition must carry a BCM handbook while in the field.
2. All activities must conform to all local, state, and federal regulations and standards.
3. Development of new or changes to existing policies will be approved by the Director of Programs, the Safety Committee, and the Risk Committee.
4. Before participating in any BCM activity, participants must complete and submit all required BCM applications, medical forms, authorizations, and waivers. All required documents must be reviewed and approved by the Director of Operations or his designate.
5. Background checks are required for all adult participants on overnight programs.
6. All BCM participants must adhere to BCM policies and the spirit of the guidelines at all times during their BCM expedition.
7. BCM participants will not instruct, supervise, or participate in activities that they are not mentally or physically prepared to do.
8. BCM adults will not be alone with a BCM youth at any time, except when unavoidable due to an emergency.
9. BCM groups will not travel on 3rd, 4th, or 5th class terrain, including peaks that are more than 2nd class in nature.
10. A safety briefing will be conducted prior to any technical activity such as river crossings or when there is a significant change in environment or activity.
11. The "Creating a Positive Learning Environment" contract will be read and agreed to by all participants within 12 hours of the start of any overnight program.

- Discuss this contract during first team meeting while setting group goals

Creating a Positive Learning Environment at Big City Mountaineers

All participants should feel they are safe, both emotionally and physically, when participating on BCM programs. Each participant's behavior, values, opinions, and beliefs affect the group in a positive or negative way. If each participant is willing to express themselves while being willing to listen and accept the ideas and opinions of others in the group the experience will be on a path to success.

The following is what you can expect from BCM:

- Freedom from discrimination based on: race, color, gender, religion, creed, sexual orientation, national origin, age, disability, or socio-economic background.
- A supportive learning environment free from physical or verbal harassment.
- Real challenges and meaningful experiences. We will try to inform participants of anticipated activities and risks, but it must be understood that unanticipated situations occur and flexibility in expectations is required.
- Thoughtful, honest, and timely comments concerning performance and abilities.
- Well trained and qualified adults.

BCM expects the following from you:

- Follow BCM's safety policies. Your instructor will do all they can to manage risks on this trip, but you are responsible for your own safety and for not endangering the group.
- Participate fully in the experience—take part in lessons, leadership roles, activities, discussions, conflict resolution, and the building of a safe learning environment for all.
- Respect the values and beliefs of other team members.
- A violation of any of the following rules will result in being expelled from the BCM program.
 - Exclusive and/or sexual relationships
 - Use of illegal substances including prescription medications not administered under your name
 - Use of alcohol, tobacco, or marijuana
 - Physical violence of any kind

Alcohol/Tobacco/Drug

12. Use of alcohol, tobacco, and illegal drugs by any participant is not permitted on a BCM expedition at any time (including front country activities such as celebration dinners) and may result in immediate dismissal and legal action.

Sexual relations

13. Sexual and/or exclusive relationships are not permitted on a BCM expedition and may result in dismissal.

Harassment and behavioral misconduct

14. Harassment, violent, and threatening behaviors are not tolerated on any BCM activity. This includes, but is not limited to: a) physical or emotional abuse, harassment, or misconduct b) sexual abuse, harassment, or misconduct c) any harassment based on race, ethnicity, gender, or sexual orientation. In the event that any of these behaviors are observed, or an accusation is made or witnessed, an incident report must be completed and the instructor or BCM program staff must be notified immediately. Consequences may include:
 - Immediate removal from the field
 - Notification of parent and/or guardian
 - Notification of law enforcement

Supervision

15. All BCM participants will travel within sight and sound of each other at all times.
16. Youth are to stay within sight and sound of a BCM adult at all times, except while asleep and while using the bathroom.
17. Youth will inform an adult before leaving the group to use the bathroom.

Child abuse reporting

18. All BCM programs will conform to Federal, State, and/or local laws for mandated reporting of suspected child abuse and/or neglect.
 - BCM delivers programs in multiple states; each state creates its own mandatory reporting laws for abuse and/or neglect. Instructors will receive a briefing from their Program Director/Manager prior to their expedition as to how they should respond when child abuse or neglect is suspected.

Field communication technology

19. Every BCM expedition will have accessible a field communications device that allows for timely communication with BCM headquarters.

Camp and Travel Policies and Guidelines

Camping

20. Camping must conform to land agency policies and regulations.
21. Adults will not share a tent with a BCM youth.

Guideline

Campsite selection should include a complete assessment of the following factors:

- Environmental impact
- Potential visual and/or auditory impact to other campers
- Deadfall
- Snags
- Flooding
- Lightning
- Animals

Kitchen

Kitchens are a place of gathering and tend to attract foot traffic. However, the presence of flame and other hot substances make the backcountry “kitchen” a high-risk area for injuries and environmental impact. Risk management must be a focus during kitchen site selection and use.

22. An adult must always be present to supervise the kitchen.
23. Stoves are not to be used without close supervision of an adult team member.
24. Stoves are not to be ignited by students until they have received instructions and have shown competence under close supervision.
25. Instruct all expedition participants in appropriate hygiene practices including hand-washing, dishwashing, utensil sterilization and avoidance of sharing cups, bowls, and utensils.
26. Prohibit or limit the use of knives; provide instruction and supervision if knives must be used.

Guideline

- Select kitchen sites with flat and durable surfaces away from flammable materials
- Use and communicate a management plan that limits the number of people around stoves (no more than 2 people in the kitchen) and hot substances. Consider designated kitchen roles and a safety zone or perimeter. Instruct expedition participants:
 - Do not step over or reach across stoves
 - Do not sit in the kitchen area
 - Avoid passing hot pots
 - Do not serve from pots while on the stove; put hot pots firmly on the ground or flat surface
 - Put cups, bowls or other containers down on the ground or flat surface before pouring hot liquids or substances into them
 - How to prepare and dispose of food properly

Water purification

27. All drinking water on BCM expeditions must be purified or treated by a filter or accepted chemical treatment. Untreated water used in food preparation must reach a rolling boil.
28. All expedition participants must be instructed in the proper use of water purification methods.

Hydration and nutrition

Instruction should be given to expedition participants on the importance of monitoring and maintaining proper hydration and nutrition. Adequate water and food intake is necessary to prevent dehydration and hyponatremia – a life-threatening electrolyte imbalance that can result when large amounts of water are consumed without adequate intake of salts and other nutrients.

Human waste disposal

29. LNT practices for human waste disposal will be followed on BCM expeditions in accordance with local regulations.
30. Proper hand washing will be taught to expedition participants to prevent illness.

Feminine hygiene

BCM issues fem-kits for feminine hygiene. Expedition participants should be instructed in the proper use of fem-kits for tampon/pad disposal. Instruction should also be provided in methods to maintain personal hygiene and prevent urinary tract infections and toxic shock syndrome.

Foot care

Proper footwear and foot care can have an immense effect on the quality of a backcountry experience and participants' health and safety.

31. Appropriate close-toed footwear must be worn at all times, including when in camp (and portaging and swimming on canoe trip). Expedition participants should be instructed in foot care methods including:
 - Hiking/walking techniques
 - Proper sock use and boot adjustment
 - Recognition of hot spots and blister prevention
 - Proper blister care
 - Importance of dry and warm feet

Animals

32. BCM expeditions will use bear canisters or bear boxes to store food.

33. All food and aromatic substances should be stored securely overnight and when camp is unoccupied. (e.g. peak climbs), all foods and aromatic substances will be stored away from camp and sleeping areas.

Campfires

34. Campfires must conform to the laws and regulation of public lands.

Before igniting a campfire assess the:

- Prevailing environmental conditions: are they appropriate (wind, moisture, etc.)?
- Alignment with LNT practices (small fires, use of small diameter deadfall, appropriate surfaces, etc.)

Group travel

35. BCM will always travel as a group with a designated lead and rear guard in which the lead and rear guard remain in sight and sound of each other. Consider the group's experience, including:
- Experience of group members in similar terrain
 - Fitness and health of group members
 - Navigation skills of group members
 - Availability of maps/compasses
 - Equipment (on day expeditions for example, are group members appropriately equipped to spend an unexpected night away from camp?)
 - The use of an explicit travel plan including expected departure and arrival times; anticipated route; anticipated breaks and/or water; location of campsites), peaks or other destinations; and contingency plan

Lost and Alone

36. Expedition participants will be instructed in strategies to avoid becoming lost before the first day of backcountry travel.

Sight and sound

37. BCM groups will always travel in groups; solo travel is not allowed.
38. Expedition participants will be instructed in what to do in the event they become lost or disoriented
- Stop and remain at a visible location
 - Remain together if with other participants
 - Actively make themselves as visible as possible
 - Make themselves heard (provide instruction on use of whistles including lost-person "three blast pattern")

Field search procedures should begin as soon as it is known that an expedition participant is missing. Field search should include the following:

- “Hasty” search: a quick search of the most likely locations the missing person may be located
- “Line” search: a more thorough search in which the search area is covered by a line of searchers who are within sight/sound of each other
- “Grid” search: the search area is divided into a grid within which each “square” is searched by individuals who are close enough together to locate an unconscious person

Leave No Trace (LNT) practices

It is a guideline that all BCM expeditions will practice Leave No Trace (LNT) practices. While this is important to BCM’s program philosophy, there may be occasions when participant safety requires a departure from LNT practices. Decisions must be prioritized as follows:

- 1st Care for the Group and Individuals**
- 2nd Care for the Environment**
- 3rd Care for the Equipment**

The seven Leave No Trace Principles are:

- Plan ahead and prepare
- Travel/camp on durable surfaces
- Dispose of waste properly
- Leave what you find
- Minimize campfire impacts
- Respect wildlife
- Be considerate of other visitors

Environmental Hazards Policies and Guidelines

Cold

Expedition participants will be taught how to regulate body temperature through appropriate layering, hydration, and nutrition. Expedition participants should be taught how to prevent, recognize and respond to hypothermia.

Heat/Sun

Expedition participants should be taught how to prevent, recognize and respond to heat-related illnesses through proper hydration, nutrition and layering, and by monitoring physical exertion/rest, and exposure to

sun/shade. Use of sunscreen and other sun protection should be taught and modeled.

Altitude

BCM expeditions can take place at elevations as high as 14,000 feet or more. Expedition participants should be taught how to prevent, recognize and respond to altitude-related illnesses. Whenever possible, the following practices will be used:

- Sleep low and hike high. Peak climbs and travel over high passes should be followed by camping at lower elevations when possible
- Maintain proper hydration and nutrition
- If signs and symptoms of altitude-related illness do not subside within 24-36 hours, or if a participant's condition deteriorates, descend to a lower elevation immediately.

Lightning

39. All expedition participants will be taught lightning avoidance strategies and the lightning position within the first 36 hours or before the first projected lightning activity of the expedition.

Guideline

- Expedition leaders should time the group's travel to avoid lightning caused by daily build-up, typically during the mid-afternoon.
- If thunder/lightning activity begins while in exposed high country, begin your descent immediately.
- At a distance of three miles, (15 seconds between lightning and thunder) participants should be in lightning position

During lightning storms

- Avoid high peaks or ridgelines
- Avoid hilltops or other high points
- Avoid open ground
- Avoid gullies or other depressions
- Avoid cave entrances, overhangs, or other spark gaps.
- Avoid shelter next to tree trunks/limbs
- Insulate yourself from the ground; sit on an internal-frame pack or sleeping pad or crouch on the ground with your feet close together. If a ground current reaches you, it most likely will travel only through your feet.
- Do not lie down (since it expands your contact with the ground).
- Have members in your party spread out by at least 25 feet—farther if possible.

How close is that lightning?

Thunder travels approximately a mile every five seconds. If it takes 10 seconds for the sound to reach you after a flash, the strike was approximately two miles away. This method of distancing a storm is very unpredictable and not very accurate. Lightning strikes can be sporadic and reach far beyond the apparent storm. If lightning is present take these precautions:

- Seek shelter within a uniform stand of trees if possible. If not, seek to be “average”—not highest or lowest
- Know and practice the “lightning position”
- Do not take an electrical storm casually. If you or your group is threatened by lightning while you are in the backcountry, take immediate action
- Move away from a tall, solitary tree or any lone, tall object. Isolated high-rise objects are likely strike points for lightning.
- Descend from ridgelines or peaks. Lightning tends to strike prominent topographic features. In threatening weather, move away from high points and exposed areas. Head for lower ground.
- Stay away from water.
- Separate yourself from metal or graphite objects, including external-frame packs, ice axes, trekking poles and crampons.
- Keep out of shallow caves or overhangs. Lightning current easily jumps across gaps and could jolt a person standing in the mouth of a cave.
- CPR can revive a strike victim.
- Where is the best place to be? Within a group of trees of roughly uniform height in a low-lying area or, as a second option, in a low spot of an open meadow.

Fire

Wildfires can be unpredictable. If a wildfire is observed in your expedition area, evacuate and notify emergency services immediately. Follow these precautions:

- Monitor wind direction and avoid being downwind from the fire
- Avoid being above the fire (unless above tree-line in an area without fuel)
- Avoid steep slopes with fuel where fire may travel
- Avoid areas with light fuels including dry grass and brush where fire may travel

River/stream crossings

Not all streams/ivers are appropriate for BCM groups to cross; if in doubt be conservative and find an alternate route.

40. All river/stream crossings must be evaluated and supervised by the Instructor or other adult expedition participants at the direction of the Instructor. The evaluation of a crossing should include the following:
 - Skills and experience of the Instructor and other adult participants
 - Expedition participant abilities (strength, balance, etc.)
 - Water depth, current speed, direction, force, and effect
 - Water temperature and weather
 - Obstructions
 - Eddies, waves, holes and other water features
 - Rescue options
 - Potential consequences
41. If the consequences of a slip or fall during a crossing might result in a participant being swept downstream, the exposure to risk is too high. Find an alternative route.
42. All expedition participants will be instructed in river/stream crossing techniques before undertaking a crossing. Instruction will include:
 - Use of appropriate closed toed footwear
 - Backpack hip-belt and sternum strap buckles should be unfastened unless doing so poses a hazard (for example, if an unbuckled hip belt would make it more likely for a participant to lose their balance and fall)

Stream crossings should be preceded by:

- Discussion of appropriate strategies (dry-crossing, wet-crossing, solo or team crossing, pack shuttles, clothing, etc.)
- Discussion of how to respond in the event that someone falls.

Snow travel

43. BCM teams will explore all viable non-snow routes prior to travelling on snow. All Instructors who may travel on snow will consult with the Director of Programs first to review snow travel guidelines.

BCM has carefully selected summer expedition routes that provide non-snow routes. However, there may be seasons and occasions where due to extraordinarily large snow packs, regular BCM routes are snow covered and no alternative routes exists.

Snow conditions continually (at times, rapidly) change, and the most benign appearing slopes can pose dangers that are not apparent to the non-snow professional. The ability to effectively evaluate snow requires considerable experience and training beyond that of the minimum requirements of BCM Instructors and Volunteers.

Before traveling on snow, evaluate the following.

- **Stability.** BCM expeditions occur during the summer months, and in almost all cases occur on fully consolidated snow packs. However, though unlikely, a slab avalanche could occur while surface slides are more likely. Surface slides can be triggered by warming, falling cornices, falling rock, animals and/or by other humans. Be aware of the surface conditions and possible triggers.
- **Snow** tends to melt more quickly around objects. Wells form around trees, rocks, under surface water, etc. "Punching" through is more likely around objects and can lead to joint injuries.
- **Firmness.** In general, snow surfaces tend to be harder during the morning and soften as the temperature rises. Hard snow will be more difficult to walk on, especially with a slope, while soft snow will require a tremendous amount of effort to walk through. When possible time your travel to the predicted surface conditions.
- **Slope.** Assess the angle of the slope in combination to surface firmness. Firm snow combined with steep slopes can result in participants sliding while softer snow allows for safe travel on steeper slopes
- **Run out.** Assess the run out. What would happen if someone were to slide? Does the slope ease off? Will a participant fall over an edge? Hit objects such as trees or rocks?

Rock fall

Rock fall is dangerous and of real concern in the backcountry.

Reasonable precautions must be taken to prevent participants from exposure to rock fall. Care must be taken when traveling on slopes assessed to be subject to rock fall, if you do not have the skills and experience to effectively manage risks of falling and/or loose rock, or do not feel comfortable managing a particular slope, change your route.

Because of deliberate route selection relying on well-maintained trail systems, most backcountry travel on BCM expeditions has little exposure to rock falls. There may, however, be occasions when groups may be exposed to rock fall. In these instances it will be necessary to evaluate and manage the risk of rock fall on steeper sections of trail, or during non-technical peak climbs. Before traveling up or down a slope with loose rock, evaluate the following:

- Size of the loose rock. Even a rock the size of a golf ball can cause serious injury if it becomes airborne. Large rolling rocks can easily break bones and/or cause significant disabling injuries or death.
- Pitch/steepness of the slope. What will happen to a rock that is kicked or pried loose? Will it become airborne? Will it roll? Will it stop quickly on its own?
- Terrain and group management. Does the terrain allow you to manage participants in ways that avoid exposure to falling rocks by keeping them out of the fall line?
- Terrain clues. Are you in a gully? Are there obvious signs of past rock fall? Have you observed or heard recent rock fall?
- Instruction. Expedition participants should be taught how to safely travel up/down slopes by using:
 - Hand and foot placement
 - Spacing
 - Traversing techniques

Peak climbs

Not all peaks are appropriate for a BCM expedition. Do not make a peak climb part of your expedition if your team does not possess the skills and experience to effectively manage risks. Change your route, or otherwise alter your expedition plan. Non-technical peak climbs are a traditional element of BCM expeditions. While encouraged, not every expedition and/or route lends itself to a BCM group. Before engaging in a climb, familiarize yourself with the policies and guidelines for travel that may occur while climbing:

- Environmental hazards
- Off-trail travel
- Group travel
- Snow travel
- Rock fall

Dipping and swimming

44. The Instructor must supervise all dipping and swimming activities closely.
45. Swimming is not allowed on backpacking expeditions.
46. Dipping on backpacking based expeditions, defined as no deeper than thigh deep, is allowed only after a BCM instructor has assessed the dipping area as clear of hazards.
47. Swimming is allowed on canoe courses only while wearing a Coast Guard approved Type III or Type V PFD.
48. All canoe program participants must wear their PFD when in the water.
49. While dipping or swimming, closed toed shoes must be worn at all times.

50. Swimming and dipping are not allowed in moving water.
51. Diving is not allowed. Jumping is allowed only at locations approved by a Midwest program director/manager.

Guideline

- The Instructor and other adult supervisors should ask participants about swimming abilities before entering the water.
- The Instructor and adult supervisors should discuss an explicit rescue plan.
- LNT considerations will be taken into account to protect water

Fishing

Fishing is allowed on BCM expeditions. For those expeditions that include fishing the following policies must be followed:

52. Permits/licenses must be obtained/purchased where required.
53. Land Management agency and Fish and Wildlife agency regulations must be followed.
54. The Instructor or an adult participant at the direction of the instructor must supervise all fishing activities.
55. Eye protection (sun or eyeglasses) will be worn when casting, or by expedition participants within range of casting.

Incident Reporting Policies and Guidelines

BCM defines incidents as an event or an occurrence interrupting normal expedition flow. An incident may be from medical, behavioral, or motivational challenges and can be triggered by a BCM staff, youth, volunteer, or by other backcountry users or the general public.

Though BCM's primary purpose with incident reporting is for organizational and individual learning, incident reports may be used as legal documents. Incident reports must be legible and complete and submitted along with other course end paperwork.

Reportable incidents

- Incidents may be minor and, though disruptive to normal expedition flow, have no significant lasting effect. However, incidents can also be serious in nature and have a greater impact on expeditions and/or contain learning for future volunteers, leaders, and the organization. BCM considers such incidents as reportable. BCM defines reportable incidents as:
 - Requiring more than simple first aid (scrapes, minor cuts, and blisters)
 - A near miss
 - Care given by non-BCM staff such as EMS, therapists, psychologists, park rangers, law enforcement, rescue teams, etc.

- Evacuations from the field for any reason
- Behavioral or motivational incident that significantly effects any member of the course or other backcountry users experience
- Use of epinephrine or other drugs in response to an emergency
- Vehicle accidents and/or traffic violations
- Any event that is defined as an emergency in the BCM Emergency Action Plan

Policy

56. All reportable incidents must have incident reports completed as soon as reasonably possible after the incident and before adults and teens depart from the expedition.

Evacuation Policies and Guidelines

There may be occasions when, in the judgment of the BCM Instructor, a teen or adult participant must be evacuated from the field because of behavioral or medical issues. While the responsibility for deciding to evacuate a participant rests with the Instructor, we encourage the decision be made in consultation with the entire adult team. There are no blueprints for making this decision and factors such as teen and adult participant skills and experience, environmental conditions, distance from trailhead, etc. Make each decision unique.

Safety on an expedition is always at the forefront of our experience. When someone becomes unsafe due to his or her behavior, it can be especially difficult to decide what to do. There might be situations where an adolescent may say something that seems pretty serious, but they are just doing it to get attention or shock and do not intent to carry out the threat. There are a number of behaviors that would be reason for the adults to get together and discuss whether a participant needs to be evacuated for behavioral reasons. The questions to answer are:

Is this youth behaving in a way that is dangerous to self or others? If so, does the youth respond to redirection and cease the behavior (i.e. if they did not realize their behavior was dangerous, do they respond when told to stop)?

This is a list of behaviors that you should consider as serious:

- Physical fighting
- Use of weapon – a gun or knife used in a way to injure, nearly injure, or threaten in a menacing way
- Sexual assault
- Detailed threats of violence
- Severe rage for seemingly minor reasons
- Severe destruction of property

- Repeated harassing behavior
- Unsafe decision-making. Examples could include 1) a youth who repeatedly takes off his PFD despite requests not to or 2) jumping off a rock after being told not to in a firm voice
- Refusal to participate in basic expedition responsibilities despite repeated requests. It is not unusual for a youth to resist helping with dinner if his friends are playing an interesting card game. A youth who refuses time and again to do any work is of more concern
- Intentional fire setting. This is more than just playing with a match. This would be a youth who intentionally sets a fire outside the fire ring which most people would judge to be a risk for creating a forest fire
- Expression of suicide intent. It is not that unusual for a teen to think “I wonder what it would be like to jump off a cliff” or “I wonder what it would be like to be dead.” In addition, statements such as “I wish I were dead” are also not that uncommon. Nevertheless, they need to be taken seriously. There are several ways to evaluate the seriousness of suicide expression:
 - Does the person have a detailed plan with time, place, and means?
 - Does the person actually have the means (i.e. if they say they are going to shoot themselves, do they have access to a gun?) and is that means lethal (e.g. eating 10 granola bars is not lethal)?
 - Does the person feel this is the worst time in their life?
 - After talking, does the person consistently say there is no hope and they do not know how they can get through life?
 - Has the person tried to commit suicide before?
 - Does the person actually intend to kill him or herself?
- Risk factors for youth include: loss, recent hospitalization, being gay/lesbian, history of family suicide and impulsive behavior (suicide is frequently an impulsive act).

If you decide to evacuate a youth because you are concerned about suicide, you must not leave that youth alone at any time. This includes when they go to the bathroom. In addition, the youth should not have access to any weapons (search their bag) or drugs (i.e. the first aid kit). The participant should also be offered emotional support and a reduction of stress. Try to instill a sense of hope. Suicide is a permanent solution to a temporary feeling state.

For any of these items, you can also ask the youth if they are feeling safe or afraid they are going to do something unsafe. Sometimes, a

youth may be up front and tell you they do not think they can control themselves. This is really important to know. Another factor to consider is how the behavior is affecting the group. Typically, the group will be aware of the behavior if you are considering an evacuation. To what degree is this behavior interfering with the goals of the program? How disruptive is it to the group's functioning? There are a number of factors in a youth's background that put them at higher risk for dangerous behavior. Among them are history of impulsivity, violent behavior at an early age, a large number of non-violent offenses, victim of child abuse/neglect or parental separation, isolation, domestic violence at home, substance abuse, mental illness, fire setting, bed-wetting, cruelty to animals, preoccupation with violence, repeated exposure to violence and gang involvement. Just because a youth has some items from this list does not make them dangerous. We have plenty of youth in our program who have several risk factors but are not dangerous.

If the adult team, led by the instructor, does believe the youth needs to be evacuated, then you should discuss what safety steps need to be taken during the evacuation. For example, you might consider having the youth leader and another adult share a tent with the youth. Perhaps an adult should always be present with the youth, even when they use the bathroom. Another thing to consider is whether the youth has anything that could be used as a weapon.

When the decision is made to evacuate an expedition participant, the BCM team members leading the evacuation should call BCM program staff as soon as possible AFTER any immediate threats to the well-being of all involved have been managed. BCM Instructors must be deliberate and conscious when making the decision to evacuate or send for help. It is critical to remember that during times of emergency and high stress we should not make decisions and/or act in a manner that creates a larger emergency. Slow down and think through your situation before acting.

57. Any participant who expresses current suicide intent while on a BCM expedition will be evacuated.
58. Any suicide ideation or intent will be documented on an incident report.

Evacuations must be supervised by an adult expedition participant at the direction of the Instructor. Whenever possible, evacuations should be carried out with no fewer than three people.

Policies

59. Evacuations should be self-contained with sufficient equipment, food, and water for an overnight.

60. Evacuations should have a completed BCM incident report signed by the instructor.
61. Evacuations should have an Evacuation Plan.
62. When returning to the field after an evacuation, teams should not consist of a single adult and teen participant.

Guideline

Evacuations should have a set of maps with trailhead, routes, and meeting location clearly marked. Ensure that the evacuating team has sufficient knowledge and experience on how to use maps and compass under stress.

Runners

There may be occasions when sending for help as quickly as possible becomes necessary. Whenever possible, runner teams (teams sent to get help) should not be fewer than two adults; they should not consist of a single adult and single teen participant.

Policies

63. Runner teams should be self-contained with equipment, food, and water necessary for an overnight.
64. Evacuating team has sufficient knowledge and experience on how to use maps and compass under stress.
65. Runner teams should have a completed BCM incident report signed by the Instructor.
66. Runner teams should have an Evacuation Plan.

Guideline

Evacuations should have a set of maps with trailhead, routes and meeting location clearly marked. Ensure that the evacuating team has sufficient knowledge and experience on how to use maps and compass under stress.

Evacuation plan

In addition to a completed BCM incident report and marked maps, Evacuation Plans must include a written description of the following:

1. Names of the evacuators and instructor
2. Incident and camp location (if different)
3. Summary of the situation at the time of departure
4. Route for evacuation/runner team (with camping locations if required)
5. Trailhead destination and ETA for both the evacuators and the rest of the team
6. Transportation/communication plan from trailhead
7. Resources needed/description of assistance required
8. Meeting location, date, time, and route (if evacuation/runner team will rejoin the group)

Physical restraint

67. An instructor or designate may use physical force to restrain a participant when such force is reasonably necessary to prevent:
- Imminent harm to self
 - Imminent harm to others

When necessary to restrain, it will be done so in the least restrictive manner sufficient to restrain the participant.

68. Any use of physical restraint will be documented in an incident report

Medical Policies and Guidelines

69. Every BCM backcountry expedition will include at least one adult with a current WFR and one adult with a current CPR certification.
70. BCM activity will carry a BCM first aid kit at all times, including when engaged in day activities such as day hikes and peak climbs.
71. Medical care will be administered or delegated by the instructor.
72. Expedition participants will administer first aid and/or medical assistance within the scope of practice defined by their level of training and certification.

Prescription medications

All youth are asked to disclose on their BCM application/medical form any prescription medication they may be using. Expedition participants under the age of 18 taking prescription medications must adhere to the following policies.

73. The medication must be prescribed to them.
74. The medication must be taken at the dosage and in the manner in which it was prescribed.
75. The instructor or his/her designate will collect, carry, and dispense all medications.
76. The instructor or his/her designate will keep record of medication in the BCM medication log.

Universal Precaution

Policy

77. When performing first aid, all BCM participants will practice universal precautions.
78. Any participant contacting another's body fluids during a BCM activity should notify the instructor who will in turn notify the

regional program director. The RPM will direct that person to visit a physician.

Required Medical Evacuations

There may be times when participants must be evacuated from the field. These situations may include conditions that are deteriorating, or the skills, training and experience of the Instructor are not sufficient to adequately evaluate or treat a given medical condition.

79. The following medical conditions require evacuation:

Abdominal injuries or illnesses with any of the following:

- Persistent vomiting and/or diarrhea lasting more than 48 hours with signs and symptoms of dehydration
- Abdominal pain lasting more than 12-24 hours
- Blood in urine, feces, and/or vomit
- Localized pain with guarding, rigidity, and/or tenderness
- S/S shock
- Pregnant or possible pregnancy

Allergic reaction/anaphylaxis with:

- Swelling of the face, lips, tongue, and/or difficulty swallowing
- Respiratory distress
- S/S shock

Altitude illness with:

- Respiratory distress with productive cough
- Decreasing breath sounds progressing to the absence of wheezing
- HAPE or HACE

Bites/stings

- All animal bites
- Spider and other arthropod bites with anaphylaxis or necrotic tissue
- Insect bites/stings with anaphylaxis

Burns

- Respiratory burns
- Full thickness (third degree) and partial thickness (second degree) burns
- Evacuate patients with partial thickness burns of hands, feet, face, genitals where scarring might lead to disfigurement or disability

Cardiovascular emergencies

- Cardiac and respiratory emergencies
- Requiring assisted breathing and/or CPR

Chest pain

- Any patient complaining of non-traumatic, non-tender chest pain

Diabetic Emergencies with:

- Altered mental status that does not respond to administration of sugar within one hour

Drowning/near-drowning

Head injury

- All head injuries resulting in loss of consciousness
- All head injuries resulting in persistent change of mental status

Heat exhaustion/heat stroke

- Any patient with altered level of consciousness

Hypothermia with the following:

- Decreased persistent mental status and/or unconscious
- Decreased pulse and respiratory rates

Lightning injuries

- All victims of ground current w/ loss of consciousness, altered mental status, and/or burns
- All victims of direct hit

Loss of consciousness/fainting with:

- Lack of quick recovery
- Persistent dizziness
- Seizures
- Heart palpitations
- Chest pain

Musculoskeletal injuries with:

- Loss of function to injured joint or body part
- First time dislocations
- Open fractures
- Unreduced dislocations

Shock

- Resulting from trauma
- Resulting from burns
- Resulting from illness with S/S:
 - Decreased mental status/altered level of consciousness
 - Increased heart rate
 - Decreased blood pressure
 - Skin pale, cool and wet/moist

Soft tissue injuries/wounds that:

- Are heavily contaminated and/or cannot be adequately cleaned in the field
- Show signs of serious infection
- Are on the face, hands, feet or genitals and may cause disfigurement or disability
- Was caused by a crushing mechanism

Stroke

- All patients suspected of having a stroke

Spinal injuries

All patients suspected of spinal injury unless all of the following criteria have been explicitly met and confirmed by a person trained and qualified to clear a spinal injury:

- The patient is alert and oriented to person, place, time and events (AOX4), is not under the influence of drugs or alcohol, and has NO distracting injuries
- The patient is free of spinal pain and tenderness
- Patient has normal (for the patient) circulation, sensation, and movement in all extremities

Urinary Tract Infection

All participants with an UTI will be evacuated

Canoe Program Specific Policies and Guidelines

General

80. A Coast Guard approved type III or V PFD must be worn at all times when canoeing, swimming, and loading and unloading canoes.
81. PFDs must be worn as the outermost layer of clothing.
82. The BCM Instructor must supervise all canoeing activities.

Personal Flotation Devices (PFD)

When not being worn, PFDs will be securely fastened to a fixed object. Do not sit on PFDs, as this causes them to lose flotation.

Convoy travel

83. BCM canoe expeditions will employ convoy travel with a designated lead boat and a designated sweep boat. BCM teams must travel in a 'tight' convoy, the distance between boats should allow for effective communications and emergency response at all times. The lead and sweep boat will be no more than 20 boat lengths during fair weather, and closer as conditions worsen.

In order to allow for direct adult supervision of teens in each boat, the number of boats should not exceed the number of adult team members.

Boat loading and unloading

84. Boats should be loaded in a manner that maintains a level water line with as low a center of gravity as possible.
85. Gear should be loaded in a manner that provides easy access to extra layers, rain gear, food/water, first aid kit and other emergency gear.
86. Whenever possible boats should be loaded and unloaded while afloat.

Portages

87. Appropriate closed-toed footwear must be worn at all times, in camp, swimming, and portaging.
88. Instruction and supervision of appropriate lifting and carrying techniques must be provided.
89. Portage strategies should emphasize injury and equipment damage prevention. Instruction and supervision for appropriate techniques for safety and care for equipment should be provided prior to the first portage.

Weather and water conditions

90. Paddle teams must demonstrate their ability to maintain control of their boats in calm conditions before paddling in rougher water.
91. If weather and/or water conditions make convoy travel and/or effective communication difficult or impossible, BCM groups must find the nearest safe shelter.
92. BCM teams will not put onto the water when conditions are Force 3 or more.
93. BCM teams will look for nearest shelter when conditions reach Force 4, if BCM team is already on the water.

Anticipate weather and water conditions by being observant of local weather patterns. For example, plan travel to avoid:

- Afternoon winds
- Daily build-up/afternoon thunderstorms
- Whenever possible, paddle close to shore to allow for quick exit from the water in the event of deteriorating weather and/or water conditions
- If anyone hears thunder or sees lightning, get off the water. Seek terrain that affords protection from lightning and follow lightning avoidance practices including
 - Avoid shoreline trees, and/or lone or sparse trees
 - Avoid open ground
 - Avoid gullies or other low points
 - Avoid hilltops or other high points
 - Avoid cave entrances or overhangs
 - Avoid shelter next to tree trunks/limbs
 - Know and practice the “lightning position”

Moving water/rapids

94. BCM groups will not operate in water that is class 1 and above. Avoid moving water by portaging or lining boats.

Safety gear

95. Every boat must be equipped with bow and stern painters
96. Before leaving on the expedition, each convoy must be equipped with a minimum of:
- 1 Extra paddle
 - 1 Extra PFD
 - 1 First aid kit
 - 1 Tow belt
 - 1 Throw rope

Paddling skills instruction

97. Swimming abilities of all expedition participants will be assessed before beginning canoe instruction.

Each BCM expedition must include instruction in:

- Boat entry and exit
- Paddling strokes
- Paddling techniques
- Rescue techniques including:
 - Self-rescue
 - Swimmer rescue
 - T-rescue and/or H-rescue

Selecting canoes

Most groups will take four canoes. When taking four boats, three canoes will have two paddlers, and the last boat will have three paddlers. The canoe with three paddlers, generally, will navigate. The third person must sit in the hull of the canoe, never on a thwart. Thwarts are not designed to hold body weight; sitting on them will compromise the thwart and break over time.

In some cases, it may be wiser, more practical, or more effective in achieving our outcomes to take just three canoes. The canoes usually have enough space to do this, but ensure this is the case before leaving on your expedition.

Some common reasons for taking three canoes:

- Group size less than 9.
- BCM requires one adult per canoe.
- Make portaging easier. Certain groups (for example, ones with smaller or less experienced team members) may prefer to take just three canoes.

Transportation Policies and Guidelines

98. Drivers must be at least 23 years old; an exception can be made by the DO.
99. Drivers must possess a valid driver's license and provide BCM with a copy.
100. Drivers must have a minimum of two years of driving experience as a licensed driver.
101. Drivers must provide/authorize BCM to obtain a current MVR covering the last three years.
102. Drivers must not in the past three years have more than:
 - Two at-fault accidents
 - Three minor moving violations
 - Four or more instances of the following non-moving violations
 - Failure to appear
 - License not in possession
 - Not proof of insurance or registration
 - Four or more in combination of the above
103. In the past four years, drivers must have no major moving violations such as:
 - Driving while suspended/revoked and/or invalid driver's license
 - Exhibition of speed – speed contest
 - Reckless driving
 - Driving under the influence
 - Vehicular manslaughter
 - Leaving the scene of an accident

Use of youth organization vehicles:

Youth organizations may elect to provide vans or other transportation for BCM expeditions. On these occasions, the following policies will be followed:

104. The youth organization will provide BCM with a current Certificate of Automobile Liability Insurance.
105. It will be understood that the youth organization will be responsible for providing drivers unless other arrangements are made in advance.
106. The youth organization will provide a copy of the driver's MVR or the driver must provide authorization for BCM to obtain her/his MVR; the driver must meet the qualifications.

Personal Vehicles

There may be occasions when a personal vehicle may be used for BCM purposes. The following guidelines must be followed in those cases:

107. The designated driver will give BCM permission to obtain a MVR. The driver must meet the BCM driver criteria.
108. The driver will adhere to all BCM driving policies outlined above.
109. The driver of personal vehicles will be informed that BCM's vehicle insurance does not extend to personal vehicles.
110. Drivers of personal vehicles must provide a proof of insurance.
111. Gas or mileage reimbursements to drivers may be considered on a case-by-case basis and will be made only with the prior approval of the Director of Operations or Executive Director.

While traveling in a vehicle:

112. The driver and all passengers will wear seatbelts at all times while the vehicle is in operation.
113. The driver will not use mobile phones while the vehicle is in motion.
114. Drivers will operate the vehicle in a manner that is appropriate for the prevailing traffic, roadway, and environmental conditions.
115. Drivers will not exceed the posted speed limit and obey all traffic laws.
116. Drivers will be responsible for paying all traffic and parking violations.
117. Drivers will not be under the influence of any substance that may impair their driving, including drugs and alcohol. Drivers will not have consumed alcohol within a minimum of eight hours prior to driving.
118. There will be no smoking or consumption of alcoholic beverages inside vehicles.
119. Drivers will not operate a vehicle for more than eight consecutive hours or more than ten hours total in a single day.
120. Headlights will be used at dusk, dawn, nighttime, and when visibility is reduced due to weather or other environmental conditions.
121. Driver will check tire pressure and tread condition, windshield washer fluid, and oil level before operating a vehicle.

Cell Phones

BCM expeditions focus on building teams. Items that distract from creating a cohesive group environment should not be a part of the expedition. This includes items such as cell phones and mp3 players. We understand that, at times, volunteers and instructors may need to use cell phones to arrange logistics or for other pressing purposes. However, use of phones must be minimized and the need must be pressing. We must be conscious of how and when we are using phones

so as not to distract or negatively impact group development. Cell phones, if used, should not be used within sight and sound of teens during the expedition.

122. Cell phones and other electronics will be collected from teens prior to the start of the BCM expedition and returned to teens at course end. Teens will not use phones during the expedition except during emergencies, for communicating to parents/guardians significant changes to the itinerary, and/or during the last day of the expedition to arrange getting home.

Non-Discrimination Policy

Big City Mountaineers is committed to providing an experience that is based on respect and dignity for all individuals. In the work environment as well as throughout our program, all persons receive fair and equal treatment regardless of sex, race, age, religion, national origin, marital status, height, weight, sexual orientation, gender expression, military status, disability and other criteria as determined by law. Any discrimination or harassment whether verbal or physical is unacceptable and will not be tolerated.

Sexual harassment may include, among other things: unwelcome sexual advances; demands for sexual favors; repeated unwelcome sexual jokes, flirtations, advances or propositions; graphic verbal commentary about an individual's body, sexual prowess or sexual deficiencies; leering, whistling, touching, pinching, assault, coerced sexual acts; suggestive, insulting or obscene comments or gestures; or display of sexually suggestive objects or pictures.

Big City Mountaineers is committed to preventing such conduct and to investigating complaints of improper conduct promptly and thoroughly. Any person who believes he or she is being subjected to discrimination or harassment should bring the problem to the attention of his or her supervision, board of directors, youth group leader, or adult guide.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. (Not all prohibited bases apply to all programs.) To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington D.C. 20250-9410, or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity employer.

BCM is an equal opportunity service provider and employer, and operates under special use permits from the USDA Forest Service.

BCM Vehicle Accident Procedures

The following are guidelines to follow in case of a vehicle-related emergency:

Attend to any medical emergencies and the safety of all passengers.

If the accident/emergency is significant, call 911.

Once the field situation is stable:

- For ALL accidents, call your Regional Program Staff or the BCM Office 303.271.9200.
- For significant accidents (accidents involving injury or if police are involved), activate the EAP by calling your Regional Program Staff or the emergency phone number 800.208.2483.
- Do not speculate on the cause and/or fault of the accident.
- Collect driver and insurance information from all other drivers involved.
- Collect contact information from any witnesses.

Complete the following forms:

- Big City Mountaineers Incident Report
- Vehicle Accident Report Form

Incident Reporting

Incident reporting is very important for BCM's overall operation safety and we rely on all of our adults to accurately report both near-misses and incidents and to gather the pertinent information necessary. It is through incident reports that we learn of significant trends happening on our programs over time. The more information we are able to gather, the better we are able to see trends occurring and learn and grow as an organization. Incident reporting is not for punitive purposes, but is instead a tool to help with our organizational learning.

An incident can be defined as anything that disrupted the flow of an expedition or had the potential to do so. It is the instructor's responsibility to accurately report all incidents that occur on expedition. Use the BCM Incident Report Form to document both near-misses and incidents, including motivational incidents, behavioral incidents, accidents, evacuations, and anything else that may be of concern or would help with learning. Volunteers and agency leaders should pay attention to what is happening within your group, anyone on the adult team may witness, hear of, or be involved in an incident and together your team can give BCM an accurate picture of what is happening in the field.

Report an incident if:

- More than basic first aid treatment is given (e.g., more than a band aid or basic blister care)
- If basic first aid for a single student becomes a trend (multiple blisters, daily band aids, etc.)
- Outside assistance is given by medical professional, therapist, psychologist, or social worker
- An evacuation from the field is required
- The incident alters the expedition's itinerary for more than 24 hours
- The incident was a "Near Miss" (Serious injury was narrowly avoided)
- A participant's behavior or motivational issues become a trend (happening daily, or multiple times a day)
- A participant's behavior or motivational issues greatly affect the expedition experience
- A participant departs early from an expedition or single day experience
- A participant expresses suicide ideation
- A situation requires physical restraint
- The use of illegal drugs, alcohol, or tobacco

Please remember the following when completing an Incident Report:

- It is a legal document- please fill out completely and legibly in blue or black ink
- Provide only objective and factual information
- If in doubt on whether or not you should report something: report it!



Section C: Expeditions

Topics:

- Pre and Post Expedition Programming
- Building the Adult Team
- Adult and Youth Roles
- Itinerary Overview
- Structuring the Expedition
- Curriculum and Rituals
- Group Progression
- Games and Initiatives

Pre and Post Expedition Programs

The Pre and Post Expedition programs are key components to BCM's vision of instilling critical life skills. Pre-expedition programs prepare youth for their summer expedition. Post-expedition programs are used to check in on the goals the youth set for themselves and reinforce transference of learning from the expedition. Typically, groups of 7-10 youth, from the same agency, will attend a pre- program. Post-programs vary dependent on program region.

All policies and guidelines in this handbook should be followed on any BCM program.

Single day programs should be beneficial even if the youth does not attend other BCM programming. Some impact, even if small, can be made to support critical life skills such as self-esteem, empowerment, responsibility and/or compassion.

- **BCM Program Model:**

1. Introduction: Family & teen kick-off orientation
2. Preparation: Pre-Experiences - hike, climb, teambuilding, or canoe training
3. Learning: Weeklong Expeditions
4. Transference: Reunion Event

- **Overall Single Day Program Goals:**

The outcomes for these programs will vary somewhat depending on the agency's programming and the type of event. The outcomes we want from these programs should align with BCM's objectives of teaching character & citizenship, self-esteem & self-efficacy, responsibility, group & individual goal setting, resiliency, and care for others. These programs should also be used to get the students excited about their trip and the outdoors.

- **Pre and Post Expedition Program Outcomes:**

- Youth develops trust with BCM, our adults, and their peers.
- Youth builds confidence that he/she can successfully participate in our program and that our program is worthwhile.
- Youth Agency and BCM staff evaluate a teen for appropriateness for further BCM programs, including an expedition.
- To start to impart life skills such as self-esteem, empowerment, responsibility and/or compassion.

- **How we achieve these four outcomes:**

Trust: Provide a physically and emotionally safe experience in which the group develops feelings of security and community. At least one team building activity should be facilitated at each program.

Confidence: Teach or discuss skills (tents, cooking, paddling, etc.) that will be useful in future BCM programming and build confidence that students can be successful.

Evaluate: See if/how teens can follow instructions and respond to adult feedback (about interpersonal interactions, for example). Observe if they are physically able to hike, paddle, etc.

Life skills: Utilize BCM curriculum elements (skill building, interpersonal relationship development, team building activities, being in the outdoors, reflection on the experience). Reflection is crucial for the youth to transfer skills learned back home.

Building the Adult Team

A high functioning adult team is critical to the success of the expedition. Because BCM operates in remote settings, the adult team must have the ability to work together and resolve both teen and adult issues without outside support (satellite phones are reserved for emergencies). Therefore, it is critical that your team get together, before and during the expedition, in order to build a functional team culture that can best support our youth.

Prior to the expedition:

1-4 weeks before the expedition, the adult team should meet in person or via conference call. This meeting is also an opportunity to discuss any pre-expedition logistics. The instructor will facilitate scheduling, set the tone, and lead the discussions.

Recommendations for your first meeting:

- Share some unique facts about yourself
- Share your backcountry, youth and leadership experience
- Goals for the expedition
- Clarify roles and responsibilities
- Have fun!

During the expedition (ongoing mandatory daily adult meeting):

The adult team should make it a priority to meet every day in the backcountry. Take this opportunity to continue to learn a little about each other and to strategize about how to deliver the best and most effective learning experience possible. Create a structure around the adult meeting just as you would with group discussions with your teens. Some groups may want to do this before dinner while teens are journaling, others may choose to meet after teens have gone to bed; whatever your group decides, stay consistent.

For each meeting discuss:

- Feedback between the adults: ex. A positive and point of improvement for each team member
- Resolve issues in the adult team before discussing teen issues
- Anything outstanding; strengths, challenges, and opportunities
- Strategies and curriculum pieces that are going well and/or that can be improved

- Touch on each teen and how they are doing
- Strategies for moving the expedition toward desired outcomes
- Assign youth roles (cook, navigator, water master, sweep) each day
- Nuts and bolts for tomorrow and beyond: ex.travel plans, campsites, etc.

In the last few days of the expedition please find time to debrief with your instructor. This is an opportunity for mutual feedback so that you can both continue to develop in your roles.

Adult Roles

All adults on the expedition have an important role to play in making the expedition a success. Below is summary list of responsibilities for each role. During your pre-expedition meeting, take some time to clarify your roles and responsibilities.

Mentoring in the Context of BCM

During BCM experiences adults serve as mentors. This relationship is not like that of a more traditional mentoring organization such as Big Brothers Big Sisters where relationships exist over extended periods. Our relationship lasts only for a short, but intense, set of outdoor experiences including the weeklong expedition, pre-training experiences and post transference experiences. Throughout this short season, you will serve as a mentor to the youth and deliberately create experiences to facilitate their growth. On a BCM experience it is not our job to do things for the teens; it is our job to teach and empower them to do things for themselves. We see our adult mentors as ‘gatekeepers:’ you have access to information and resources that many of our teens do not. Be mindful during your conversations of ways that you can empower teens to improve their lives, perhaps by explaining your journey through the college admissions process, pointing them toward educational or extracurricular resources, or helping them see concrete steps they can take towards their personal goals. Our hope is to see students strengthen their character and their beliefs about themselves, and in the most successful cases, watch them run and operate the expedition without the help of their mentors.

Your role is a guide and mentor to our youth. This role allows you to help teens discover their own strength.

Instructor

The BCM Instructor leads and manages all aspects of the experience while creating a collaborative and inclusive environment that fosters youth development and learning. The instructor is responsible for managing risk and safety, adherence to policy and procedures, and

quality delivery of the curriculum.

Build the adult team

- ***Risk Management and Safety***
- ***Delivering BCM Curriculum***
- ***Familiarity and enforcement of BCM Policies and Procedures***
- ***Structuring the experience for adults and students***

Youth Agency Leader

The youth agency staff member who organizes and accompanies the teens during the BCM program.

- ***Support instructor and youth during expedition***
- ***Transference to life beyond expedition***
- ***More intimate knowledge of youth personalities***
- ***Familiar with policies and procedures of agency and youth discipline***

Volunteers

BCM Volunteer Mentors engage the teens to establish meaningful relationships. They serve as positive role models while coaching and encouraging the youth to have a transformative outdoor experience in which they gain and transfer critical life skills into their lives.

- ***Develop mentoring relationships with youth***
- ***Be a caring adult for teens to talk with***
- ***Listen to youth***
- ***Share knowledge and skills***
- ***Have fun with students***

Peer Leader

A BCM alumni teen. The Peer Leader assists the Instructor and volunteers in delivering the BCM experience. (Not all BCM programs will have a peer leader)

- ***Model taking initiative***
- ***Act as an intermediary between adults and youth***
- ***Grow!***

Youth Roles

BCM youth will assume different roles in the group throughout the expedition, as will adult participants. However, assigning roles to youth at the beginning of the day is a great way to challenge students and provide structure to the experience while teaching cooperation and responsibility to a team.

The roles below are an excellent start, but feel free to fill your expedition's specific needs with new and creative roles. An adult team member should be assigned to each role as well, allowing time for

youth-adult bonding and teaching/coaching. As the week progresses youth will become more autonomous in their roles and the direction of the expedition experience.

Students should be cycled through these roles, understanding the importance of each role to the group's success. Make sure youth have time to process the challenges and joys of each role and share their successes with the team.

Roles

1. Navigator

The navigator acts as the leader of the day. The navigator will work with the instructor to brief the team on each day's travel plans. Once on the trail, the navigator will work with the sweep to establish a pace for the group that allows all members to travel comfortably and stay within sight and sound of each other. The navigator will determine when to take breaks to allow the group to remain comfortable. The emotional role of the navigator is to provide the motivation and encouragement for the group to overcome challenges.

2. Cook

The cook works with a designated adult to prepare, cook, and serve meals. If this job is too labor intensive the water master or sweep can be assigned to assist the cook. The cook should be encouraged to check in with all members throughout the day making sure they are eating.

3. Water Master

The water master establishes water breaks with the navigator, carries iodine for water treatment and fills the group water source. The water master will also make sure all members of the group are staying hydrated.

4. Sweep

The sweep makes sure that the group and all group equipment stay together. Each morning the sweep checks the campsite to make sure no gear or trash is left behind. While on the trail, the sweep is responsible for reminding the group of Leave No Trace ethics as well as communicating clearly with the navigator about the pace of the group and rest breaks. The sweep should check in with group members about how they are feeling, both emotionally and physically. This role can also be charged with overseeing dinner cleanup.

5. Educator

The educator helps the group understand and process the experience. The educator will choose the quote of the day, choose meal time questions, and teach the group a new skill or something from a nature

guide. With the assistance of the adult, the educator will take a leadership role in group discussions, and provide the first answer to the Reflection Roundtable.

6. Undesignated Leadership Roles

It is important to emphasize to students (and to understand as an adult) that even if they aren't assigned a task, it is their responsibility to help the team function as an efficient whole. These 'roles' come into play especially during camp setup and teardown, but also include encouraging one another on the trail and practicing self-care throughout the expedition.

A fillable "Youth and Adult Roles" chart is provided in the resource section of the handbook and can be used to keep track of who has completed what role.

Itinerary Overview

Remember, no group will progress the same. The course progression and itinerary are guidelines to help you begin thinking about your group's progress. They will give you some outlines for activities and guidelines for instruction, but be sure to meet you group where they are at and make the experience meaningful and unique for each group of students and adults.

Note that this itinerary is an overview. Detailed descriptions of activities, curriculum and BCM rituals can all be found later in this section.

Travel Day

Outcomes: Building rapport, trust building, introducing BCM rituals, Creating a Positive Learning Environment Contract, team agreement, setting clear expectations, calming initial backcountry fears.

Pick Up/Course Start

Pick-up van/s (if necessary)

Meet group/pick-up teens as needed

Welcome and introductions (name game, interviews, etc.)

Instructor talk (roles and responsibilities, expectations, policies)

Overview of the day and course outline

Snack and water needs

Issue BCM gear

Duffel Shuffle (clothing, footwear, personal items)

Bathroom break

Load up and head to the trailhead campsite or base camp

Conduct pre-expedition teen surveys in the van/at lunch

Drive

At Trailhead Campsite or Base Camp

Key early lessons

Canoe training for canoeing groups at Base Camp

Portage Pack Packing for canoers

Canoe Backcountry Lessons: Paddle Strokes, Canoe Safety and Rescue, Throw Rope Use, etc.

Set dinner structure for the entire expedition

First Evening Meeting

Expedition overview and outcomes

Team Agreement/Creating a Positive Learning Environment

Introduce Teen Leadership Positions

Incorporate unique rituals created by the adult team if desired

Goal Setting

Group Contract

Mandatory Adult Meeting

Travel Day Tips

Instructor Talk

The outcome of the Instructor talk is to set expectations and to clarify the adults' roles and responsibilities to teens as early as possible. Once expectations are set, it is also critical for adults to hold teens accountable to those expectations. Adults must be conscious of role modeling.

Policies and Expectations

Boundaries, policies, and expectations should be communicated early. Do not allow too much time to pass before everyone achieves clarity of expectations. Remember, ambiguity leads to behavioral and motivational challenges and accidents. Introduce behavioral expectations before the drive, allowing more thorough discussion once you've arrived at your trailhead/basecamp.

Overview

The outcome here is to lessen ambiguity and reduce the stressors. Both teens and adults will be nervous, as they do not yet know what to expect for the week. Provide a clear and simple overview of the day and of the week.

Duffel Shuffle

The duffel shuffle can provide an opportunity for teens and adults to start building relationships. It is most efficient and effective to have one adult lead the duffel shuffle and the rest disperse amongst the teens to

check clothing and gear. The Program Staff in your area may have a different approach. Plan to spend quality time fitting packs, rain gear, and clothing to ensure proper fit and to communicate to the teens we care about their safety and comfort. This is also your chance to see exactly what the teens have brought with them. Disorganized, this logistics-intensive activity can turn into a chore that drags on and on. It is important to achieve a feeling of relaxed efficiency and to recognize that getting on the road quickly will set up the team for a successful evening. Before leaving the storage area, double check you have everything you need (important items have occasionally been left behind).

Drive

The drive to your first night's campsite, depending on your program area, can be quite long. The actual time we have with our teens is quite short and the drive provides a great opportunity for building relationships. Use it as an opportunity to learn a bit about the teens; structuring a group or duo interview activity provides a framework for starting the process of learning. Remember to keep the questions light, it is important to develop trust and rapport within the group before delving into higher trust activities (like sharing life stories or 'hot seat' type activities). **You can find conversation starter ideas and fun questions in the Resource section of the handbook.**

Avoid making multiple stops during this drive; minimizing distractions will help your team get to the campsite more efficiently.

Lunch Break and Pre-Expedition Teen Survey

These two things can be combined. Remember, efficiently getting to the trailhead is critical to the success of the expedition. Arriving late, or when it is already dark, does not help teens learn to set up tents and camp.

Trailhead Campsite or Base Camp

This may be the first time some of your teens are sleeping in the woods. In the few hours before dinner, take time to teach quality camp and kitchen set-up lessons. Make sure to create your group contract before hitting the trail. Dinner is a great time to continue to build rapport and to discuss in detail student and adult roles.

The mandatory adult meeting may be a good time to assign student roles (navigator, etc) for the expedition and touch base with your instructor about the plan for tomorrow.

Basecamp Day (Midwest)

Outcomes: Building relationships, student goals, team goals, introduction to canoe travel.

Morning on the Water

Create breakfast structure for entire expedition

Quote of the day

Review group contract

Small activity

Water safety

In the canoe training (t-rescue, paddle strokes, throw bag etc)

Lunch

Afternoon

Energizer activity

Pack-out all gear and food and review menu

Take time to do higher-level activities (comfort zones, group dynamics introduction)

Orienteering Lesson

Nature lessons

Dinner

Evening Meeting

Reflection Roundtable

Revisit the morning quote

Briefing for tomorrow (wake-up, leadership roles, etc.)

Review important policies and expectations as needed. Reviewing the Team Agreement Contract can be helpful.

Follow through unique rituals created by the adult team

Night hike

Mandatory Adult Meeting

Trail Day 1

Outcomes: Building relationships, student goals, team goals, introduction of backcountry travel and camping skills lessons.

Mandatory Lessons (if not covered at base camp): **LNT, Water**

Purification, Health and Wellness, Cat Hole Construction, Lost and Alone, Lightning

Morning: Heading into the Backcountry

Create breakfast structure for entire expedition

Quote of the day

Re-sort and organize group gear

Pack backpacks and check each of the teen's clothing and personal belongings

Backcountry lesson example: Map Basics, Packing and Loading Packs, Backcountry Bathroom Use

On Trail/Water

Travel empowering teen leaders Backcountry lesson example: Water Treatment, Bathing and Keeping Clean

Lunch break

At Camp

Set-up camp, empowering teen leaders

Outcome-based group activity or initiative

Dinner

Backcountry lesson example: Campsite Selection, Food Protections and Food Waste Disposal

Teen and adult journaling

Evening Meeting

Reflection Roundtable

Revisit the morning quote

Briefing for tomorrow (wake-up, leadership roles, etc.)

Review important policies and expectations as needed. Reviewing the Team Agreement Contract can be helpful.

Follow through unique rituals created by the adult team

Mandatory Adult Meeting

Tips for Trail Day 1

Breakfast

Keep it fast and simple since it is helpful to get an early start on the first hiking/paddling day. Cereal and bagels are great. Traveling as a group for the first time takes considerably longer than you might expect.

Learning About the Gear

Teaching people how to use gear appropriately will take time and effort. Skills may not sink in easily. Do not get frustrated; there is plenty of time for teens to practice and master skills over the course of the expedition.

Lunches

On the trail/ water, lunch starts after breakfast and ends at dinner.

Remind students to snack throughout the day, not just at your long 'lunch' break.

At Camp

It is easy for adults to do much of the work such as setting up camp,

cooking, washing dishes, etc. However, it is the intention and hope on BCM expeditions that you are able to teach your teens how to do the work in tandem with the adults. Teens must be involved in the daily functions of the expedition. The journey will be a far more effective platform for education if you are able to shift the responsibility and operations of the expedition from adults to teens. Remember, the teens are contributing members of the expedition, not passengers.

Camp Set-up

Creating a structure for camp set-up on the second day will help with efficiency throughout the remaining days. Immediately create a clear visual of camp boundaries. You should also designate certain areas as kitchen, eating, garage, and sleeping. Have everyone immediately drop all group gear/food into its appropriate place. This will allow the cooks to begin cooking while others are setting up tents. This serves to make camp life more organized and efficient. Clear layout of roles for camp setup and take-down is important.

Special Considerations:

Each day will develop differently for every group given differences in personalities, experiences, route, etc.

This day is heavy with teaching fundamental skills and requires a lot of direction and organization on the part of the adult team. Using your time wisely and prioritizing will be essential. This day can help to make or break your expedition. Finding the balance between getting into the backcountry in a timely, efficient, and effective manner while still building relationships as a team is critical to the success of the day and the week.

Plan the day out to the hour; ambiguity on this logistics-and-teaching-focused day will lead to issues later. The students are forming their perception about the expectations of this expedition right now based on the organization and clarity during this day.

Make sure to frame scheduled breaks, perhaps 5 minutes every 30 or 10 minutes every hour. Have the teens come to a decision on how often/how long they want to break.

Use these breaks to ask about hot spots, encourage hydration, regulate temperature, etc. What is common sense to adults may not be for our youth.

Monitor both the intake and outtake of fluids to avoid dehydration and other minor ailments. You can always tell if the teens are drinking enough liquids if they are frequently using the bathroom and by checking their water bottles.

Group travel will be amongst the most challenging activities. Every team member will naturally want to travel at a different pace. It is a challenge to orient every member of the group to travel at the same pace together. Consider placing the slowest members at the front of the group, or have the instructor set a comfortable pace for all members.

Trail Day 2

Outcomes: Learning from challenges, working as a team/care for others, coaching and empowering teens.

Morning

Breakfast

Break down camp empowering teen leadership roles

Quote of the day

Backcountry lesson example: Group Travel, Weather

On Trail/Water

Travel empowering teen leaders

Backcountry lesson example: River Crossings and LNT, more advanced Map lessons

Lunch break

Consider activities like singing, riddles, etc. to keep group motivated while hiking/canoeing

At Camp

Set-up camp empowering teen leaders

Supporting outcome based group activity or initiative

Dinner

Backcountry lesson example: Health and Wellness and Animal Encounters

Teen and adult journaling

Evening Meeting

Reflection Roundtable

Revisit the morning quote

Briefing for tomorrow (wake-up, leadership roles, etc.)

Review important policies and expectations as needed. Reviewing the Team Agreement/Contract can be helpful.

Follow through unique rituals created by the adult team

Discuss summit day

Mandatory Adult Meeting

Tips for Trail Day 2

Quote of the Day

At this point in the expedition, teens should be driving the quote selection. Pick a teen and give him/her plenty of time to look through the quotes and pick one that is pertinent to the group's development and relevant to the outcomes of the day.

Special Considerations:

Activities should be designed to help students reflect on the physical

and emotional challenges and guide them to understanding that they are very much capable of overcoming and learning from these challenges.

Activities and discussions should also be designed and framed to help teens understand that these physical and emotional challenges can more easily be overcome if they learn to work as a team and support each other's needs.

Trail Day 3

Outcomes:

The students will complete a major challenge today. Our challenge can be climbing a peak, going to a beautiful lake or pass, a long portage or any number of creative initiatives for teams not ready for a physical challenge. This is one of the most memorable and affective days of the trips for our students.

Morning

Breakfast

Break down camp empowering teen leadership roles

Quote of the day – choose a meaningful one for the challenge day

On Trail/Water

Challenge day

At Camp

Set-up camp empowering teen leaders

Dinner

Teen and adult journaling – use a prompt to focus on challenge

Evening Meeting

Reflection Roundtable

Revisit the morning quote

Briefing for tomorrow (wake-up, leadership roles, etc.)

Review important policies and expectations as needed. It is very important to maintain consistency

Follow through unique rituals created by the adult team

Mandatory Adult Meeting

Tips for Trail Day 3

Challenge Activity

On or near Trail Day 3 should be a significant challenge the group can face together. By introducing a challenge day you will help teens on their journey by obtaining an “ultimate boon.” Overcoming this challenge will help them learn valuable lessons that they can translate into their lives at home.

Examples of Challenge Activities:

Peak/Pass Climb- Most BCM routes allow for a peak or high pass climb, but if yours does not, plan something that will accomplish similar goals, like a lake, waterfall, or landmark - be creative.

Plan an off-trail route and allow the teens to navigate with the map and compass. On canoe routes plan a long portage or series of long portages

If your route allows you a packs-off day hike or layover canoe day, please remember to bring: medical kit, communication device, medical paperwork, handbook, water treatment, food, headlamps, rain gear, warm layer, lighter, compass, map, sunscreen, knife, and full water bottles. The instructor may consider carrying one sleeping bag/pad, and stove as well (divided among the adult team) in the event of an emergency requiring an extended stay away from camp.

Tips for the Challenge Activity:

When possible, start talking about it ahead of time. Have the group share their thoughts about it. Visualization can be helpful – have everyone imagine what it will be like succeeding and celebrating the success. Set it as a group goal. Brainstorm how the group can support each other to get through the trial. Think about contingencies for when things go wrong. Once complete, find a way to celebrate (huddle up, group cheer, dance, etc.) and then celebrate again that evening. Really play it up. Focus reflection and journaling on the challenge activity.

Special Considerations:

Trail Day 3 may be different for BCM groups depending on the geography of your expedition. Some routes are longer and do not allow for a packs-off day hikes. Keep in mind your challenge day could actually be any day of the journey.

How you plan your day is up to your team. If climbing a peak is possible, take advantage of this opportunity today. Dipping, fishing, game playing and skill building are also options.

Trail Day 4

Outcomes: Students are active in their leadership positions. Substantial coaching to allow for maximum teen ownership of the experience. Backcountry lessons that have not yet been taught should be covered. Begin to incorporate more advanced team building. Expedition roles should be more or less independent from oversight.

Morning

Breakfast

Break down camp empowering teen leadership roles

Quote of the day

Backcountry lesson(s) not yet covered

On Trail/Water

Backcountry lesson(s) not yet covered

Lunch break

At Camp

Set-up camp empowering teen leaders

Supporting outcome based group activity or initiative – See *Performing Stage Games and Initiatives*

Dinner

Teen and adult journaling

Evening Meeting

Reflection Roundtable

Revisit the morning quote

Follow through unique rituals created by the adult team

Mandatory Adult Meeting.

Tips for Trail Day 4

Keep the teens engaged while on the trail these days.

Dipping, fishing, game playing and skill building are also options.

It is important to hold teens to high standards as they start to manage and drive the expedition themselves.

At this stage since most skills should have been taught it is a time to delve deeper into skills and discussions. Remember to have fun and go deeper in your activities and discussions and help teens pursue their interests.

Trail Day 4 is your last complete day on the water or trail; as students return to the front country their attention begins to turn to home. This may be the last chance to have students fully engaged in their BCM experience. Make it meaningful and emphasize the accomplishments of the teens and the group. Try to make it special.

If you are running ahead of schedule near the end point:

Please don't camp near the trailhead and exit early. Our program is best delivered in the backcountry, so please use any extra time you have to improve the impact of our program.

Trail Day 5 (Final Trail Day)

Outcome: Groups exit the field with students actively leading in the expedition. The final day should be spent reflecting on the trip, highlight what the teens have learned, transference of skills into home life, and celebration. This is the day to tie everything together

As the expedition comes to an end, it is important to help the youth fit the journey in the context of their lives. The physical expedition, matched with the activities used to reinforce experiences, provides a useful metaphor for challenges and circumstances that teens will encounter in their day-to-day lives. Taking time to ensure that the teens see these parallels and connections can be the key for positive changes and decision-making in their lives. It is also very important to have the teens and adults fill out their program evaluations and to complete the supporter acknowledgement cards.

Final Trail Day:

Morning

Breakfast

Break down camp empowering teen leadership roles

Quote of the day

Closing debrief before leaving the backcountry

On Trail/Water

Travel empowering teen leaders

Closure and transference focus while traveling to the exit point

At Trailhead Van or Base Camp

Clean and organize all gear for a smooth de-issue

Prepare teen awards

Hand out the adult awards to the teens and give them some time to work on them in private

Awards Ceremony and Celebration Dinner

Celebration dinner and awards ceremony

Sign Summit Flags

Choose transference outcome based activities to do with the group

Sign sponsor acknowledgement thank you cards

Teen and adult journaling

Tips for Final Trail Day

Structure

Internalizing the learning from the last five days and helping teens transition back into their “normal” lives should be among the focus of conversations. Excitement to get back to the van can lead your group off track if goals and expectations for the day are not clearly laid out.

The Celebration Dinner

The dinner will be a special time for all of you— it signifies your achievements and brings the expedition to a close. Be open about your feelings with the teens; set the stage for an open dialogue about the mixed emotions everyone may be having.

Awards Ceremony

The awards ceremony is a very important ritual and should be held at a time that folks can focus. It allows each teen to be appreciated for what they brought to the expedition. It is important for adults to decide on the awards for each teen and present teens their awards with thoughtful comments. It is not uncommon for Agency Leaders to share with BCM staff that teens have their awards hanging in their rooms' years after their BCM expedition to remind them of their accomplishments in the mountains. This is also an important time for students to get to acknowledge the adult team. Be sure to explain to students to take the awards "seriously" and give them plenty of time to be creative as they sign flags for each adult. Many of our adults have a collection of their own BCM Summit Flags.

Reflection Roundtable Topics

This is your last evening as a team. Your RR should include transference of learning into their daily lives for the youth. Do not wait until the last day of the expedition before facilitating youth to reflect on their experiences. The last day will be driven by logistics and desire of youth to get home.

Sign Summit Flags

After dinner and the awards presentation may be a good opportunity to have everyone sign the summit flags (two for BCM, one for the youth organization).

Special Considerations:

Regardless of how good the backcountry experience was, there is excitement about getting back to the "civilized" world. Your group may have formed strong bonds and have essentially become a working, self-sufficient backcountry family. Entering the front country can cause many emotions that are often hard for teens and adults to sort through. The teens may become detached or become a bit cold towards the group—this is normal! Emotions may be running high and sometimes teens (and adults) can have a hard time vocalizing their feelings.

Humans, especially teens, need clear beginning and endings. This evening is an opportunity to start bringing closure to the field portion of the BCM expedition.

Final Travel Day

Drive Home

- Fill out all program evaluations and surveys
- Return clean and organized gear to BCM storage
- Say goodbyes to teens and youth agency leader
- Adults de-brief with BCM staff

Tips for Final Day

Do not let your expedition get derailed by re-entry into the modern world. Manage your teens throughout the day for efficiency, and help them maintain their focus on the expedition. Frame clean-up, gear de-issuance and returning to the office as part of the expedition.

Gear

It will be essential to have at least one person be quality control while the gear checking and washing is occurring. If gear is returned to BCM in poor condition, the next expedition will inevitably end up with sub-par gear.

Structuring the Expedition

Providing high structure and clear expectations is critical to delivering a successful expedition. It is times of ambiguity that lead to behavioral and motivational issues and injuries.

From the very moment you meet your BCM teens you must strive to provide clear expectations and have clear program outcomes. Discontinuity between an adult's expectations communicated to teens and the adult's actions can lead to ambiguity for teens. Remember teens are hyper-aware of what they perceive as right and wrong and equality. While there should be differences in expectation between adults and teens, our actions can lead to ambiguity for our teens.

Start with high structure and high expectations. Once the teens gain your trust, become accustomed to their new environment and understand expectations, you have an opportunity to assess the teens' capabilities. It is at this point that you can consider reducing the amount of structure if it supports the outcome of the expedition. Holding students to your expectations is difficult but critical in achieving success.

Recurring Structuring

Structured recurring activities provide a sense of consistency and safety for our youth in a foreign and challenging environment. Consistency, as much as possible, is critical to the success of the expedition. Well-framed activities should have clear outcomes and expectations and should lead to fewer motivational and behavioral issues. Teens must "buy into" activities and feel it is useful to them. Structure and framing can lead to helping teens understand the usefulness of an activity and help drive forward the expedition and the students' learning.

The basic structure in framing activities is communicating:

- What
- Why
- How we will know we are successful
- How can we improve the activity the next time

Examples of recurring structured daily activities:

- Breakfast, Lunch, and Dinner
- Morning stretch
- Morning teen map briefing
- Breaks
- Group travel
- Camp set-up
- Reflection Roundtable
- Summit/Voyager Flags

Example: How to structure dinner

We will use dinner as an example of structuring an activity. We must start by asking, "What is the outcome of the activity?" Dinner has several outcomes:

- Everyone is well fed, and feel they will be well fed throughout the expedition
- Create/promote a sense of family/team
- Create consistency throughout the expedition and provide predictability

Then we ask how can we structure and frame this activity to meet these outcomes consistently?

An example dinner structure (and reasoning behind it) can be:

- Cooks call the team together 10 minutes before food is done: This gives the group time wash hands and prepare for dinner at that time.
- Team gathers: Everyone brings bowls, utensils, and sleeping pads (for sitting) together.
- Team sits in a circle: Eating together in a circle encourages conversation and a sense of team; do not allow students to just walk away with their bowls. Be clear to teens there is time for personal time and there are expected group activities.
- Bowls are all passed in a circle to the cooks and the cooks serve the team: Passing bowls to serve will reduce the potential of spilled food and helps to distribute equitable portions (developmentally, teens are concerned with equality).
- Wait until everyone is served before starting: Waiting until everyone is served helps to reduce the "me first" mentality and the rudeness and friction that it may cause.
- Cooks wait until everyone is ready for seconds before serving seconds: Serving seconds all at once also helps to alleviate the "me first" mentality and of eating as quickly as one can to get more seconds.
- No one is dismissed from the dinner circle until dinner is finished: Dismissal only after everyone is done also helps to discourage eat-fast-and-go-do-their-own-thing type of thinking and encourages group first thinking.

Just before dinner is finished, an adult member provides instructions for the rest of the evening.

Curriculum and Rituals

Creating a Positive Learning Environment Contract

The following language will be read and agreed upon within the first 12 hours of the expedition. Setting clear expectations and behaviors is beneficial for teens to understand what will and will not be tolerated. Agreeing to this language also allows you as an adult team to hold teens accountable for their actions should they choose to cross these boundaries.

All participants should feel they are safe, both emotionally and physically, when participating on BCM programs. Each participant's behavior, values, opinions, and beliefs affect the group in a positive or negative way. If each participant is willing to express themselves while being willing to listen and accept the ideas and opinions of others in the group the experience will be on a path to success.

The following is what you can expect from BCM:

- Freedom from discrimination based on: race, color, gender, religion, creed, sexual orientation, national origin, age, disability, or socio-economic background.
- A supportive learning environment free from physical or verbal harassment.
- Real challenges and meaningful experiences. We will try to inform participants of anticipated activities and risks, but it must be understood that unanticipated situations occur and flexibility in expectations is required.
- Thoughtful, honest, and timely comments concerning performance and abilities.
- Well trained and qualified adults.

BCM expects the following from you:

- Follow BCM's safety policies. Your instructor will do all they can to manage risks on this trip, but you are responsible for your own safety and for not endangering the group.
- Participate fully in the experience—take part in lessons, leadership roles, activities, discussions, conflict resolution, and the building of a safe learning environment for all.
- Respect the values and beliefs of other team members.

A violation of any of the following rules will result in being expelled from the BCM program.

- Exclusive and/or sexual relationships

- Use of illegal substances including prescription medications not administered under your name
- Use of alcohol, tobacco, or marijuana
- Physical violence of any kind

Team Agreement

A team agreement should be used on day 1 as an opportunity for discussion around expedition behavior and what is acceptable/not acceptable for the group. Having the group decide together allows more group buy-in and accountability later on in the expedition if someone is not following the accepted behavior. We recommend writing this all down in the group journal making it a contract and having everyone sign the sheet showing their commitment to the group. Remember that the language from the “Creating a Positive Learning Environment” is mandatory and fits best at this stage.

Camp Safety and Set-up

In addition to our jobs as mentors and guides, we are also responsible for the safety of our teens. By and large, cooking and the camp kitchen are among the most dangerous activities on BCM expeditions. Manage the kitchen well for safety and efficiency. Set up the kitchen away from everything else and away from any foot traffic. Large pots on small stoves are inherently unstable. Think about the consequences of spilled boiling water before placing it on a picnic table or in areas of foot traffic. Creating a policy to only have cooks in the kitchen will minimize teens hovering around the pot of boiling water as well as increase efficiency from reduced distractions.

In addition to setting up a kitchen, setting up a “garage” helps to keep the camp organized and efficient with gear. Ask all team members to drop all group gear here as soon as they arrive at camp.

Empower the teen leaders in their roles to set-up and breakdown camp each day. Some groups will be able to run camp set-up, pack-up, and navigate the day independently near the end of the expedition.

Meals

Keep the first day’s meal fast and simple. Make sure you are familiar with all group members’ food allergies or dietary needs. Be clear to separate allergies and needs from likes and dislikes. We believe that meal times, when structured appropriately, can become an important part of team building and learning on BCM expeditions.

Goal Setting

Discuss individual goals and group goals for the journey; have everyone write their goals in their journals so that they can refer back to them throughout the week. Encourage teens to set goals that serve them in life. Follow-up and check in with each teens mid expedition and at the end of the expedition to see how they are coming with their goals or if their goals have shifted and changed.

Quote of the Day

The Quote of the Day reinforces the BCM framework and can help provide a point of focus for participants during the day. The quote should be recited prior to heading out on the trail/water each day and followed by a brief moment of silence for reflection. This handbook has a selection of quotes; feel encouraged to use your own materials. The quote should be revisited at the end of the day when a cognitive relationship can be built between the quote and activities of the day.

During the first day or two, the quotes can, and often should, be chosen and delivered with much input from an adult. As teens start to learn and understand how the quotes work into their day the responsibility for choosing and presenting the quotes should be transferred to teens, most obviously the Educator. Assigning the quote responsibility during the evening prior is an effective way to provide teens enough time to find and internalize the quote before having to present it.

Activities and Initiatives

Initiatives must be structured in a logical and well-thought sequence. Start with easy activities and, as the course progresses; increase the difficulty of the activities. See the activities and initiatives section of the handbook for appropriate initiatives for your group.

Journaling

Journaling is an important component of the experiential learning cycle. It is your job to help create an environment in which teens experience, reflect, and apply their learning. Our hope is to provide many opportunities through multiple pathways to reflect on experiences. Both guided discussions and self-reflection are critical components of the learning cycle. While it is easy to let journaling be shortchanged due to the many other activities you are trying to deliver, we believe journaling to be among the most important program elements and encourage all expeditions to structure quality journaling time into every day for both students and adults. You should focus journal time to align with the evening's Reflection Roundtable by focusing on a specific question or

set of questions. The questions in the journal are provided as a handrail for discussion. If a particular question in the journal doesn't seem to be relevant for where the teens are at, please skip, add, and adjust the questions to make progress toward our program goals.

Be aware of student's learning abilities as well. It is not rare to find that you have a student who has difficulty reading or writing. The goal for journal time is reflection. There is nothing wrong with encouraging students to use their strengths to accomplish the task, some groups chose to bring colored pencils or markers so that students can create art, others have used poetry, raps, or other forms of expression. Build on your team's interests and strengths without forgetting the power of quiet and contemplation.

Some groups additionally choose to utilize a group journal. As an adult team you should decide if and how you want to utilize a group journal for group reflection and storytelling. The teen 'educator' could be responsible for the daily group entry. Some suggestions for this journal include documenting the group's activities, summarizing reflection roundtable discussions, or collecting quotes from each day. It is helpful for one volunteer to manage the group journal every day and to help guide the designated teen as they record for the group. Also, be sure to re-visit the group journal at the end of the week to help teens remember the process of the group's journey.

Summit/Voyageur Flag

Each expedition will receive a Summit/Voyageur Flag for all participants to sign at some point during the expedition. The Summit/Voyageur Flag will be given to the agency leader to take back and display at the youth agency. Ways you can use the Summit/Voyageur Flag:

- Sign the flag as a commitment to the group contract at the beginning of the expedition
- Sign the flag on the summit/challenge day to signify your team's accomplishment
- Present it to the Navigator each day (pin to student's backpack/PFD)
- Award the flag to a different teen each day as encouragement or to commemorate some sort of success.
- Pass it around throughout the day to anyone who needs a boost.

Your team should decide on how to use the flag and a consistent method of awarding it prior to the expedition.

These Summit/Voyageur flags, when displayed back at the youth agency, can help to further impact the teens.

- Flags are a visual reminder to teens of their accomplishments over the summer.

- The flags may inspire other teens at the agency to ask questions about the BCM expedition creating another opportunity for reflection for the BCM alumni teen.

Evening Meeting

The goal of the evening meeting is to come together as a team, create consistency in the day, reflect as a group, discuss relevant questions, and facilitate a time to celebrate success or deal with conflict.

Topics may include:

- Supporting outcome based group activity or initiative
- Revisiting the morning quote
- Reflection Roundtable
- Nuts and bolts for tomorrow (wake-up times, roles and teen leadership positions, etc.)
- Review important policies, boundaries, and reestablish expectations as needed. Reviewing the Team Agreement and Positive Learning Environment Contract (below) can be helpful.
- Adding other rituals created by the adult team (daily awards, acknowledgement, etc.)

The First Evening Meeting: Mandatory Topics

- Expedition overview and outcomes
- Team Agreement and Positive Learning Environment Contract
- Introduce Teen Leadership Positions
- Key early backcountry lessons: Sleeping Warm, Lost and Alone, etc.

Reflection Roundtable

The goals of the Reflection Roundtable are to create a structured and emotionally safe space for the teens to reflect and share with the group; to reinforce and internalize learning from the day's events; and to provide predictability during an unpredictable week.

Reflection Roundtable Objectives

- **Teens will learn to reflect on and conceptualize activities and experiences as a group.**
- **Teens will learn to share their feelings and internal experiences.**
- **Teens will learn to self-assess their performance and verbalize areas for development.**
- **Teens will learn to provide and receive effective feedback from others.**
- **Teens will learn to become active listeners.**

Preplanning Tasks

- Use the adult team meeting to decide on a consistent structure

for the Reflection Roundtable and to decide what issues need to be brought up that evening.

- The teens should have written answers to their journal questions for the day, use these journal questions to kick off the evening discussion.

Timing and Opening

The Reflection Roundtable should occur every night – the first night of the expedition will be a natural and appropriate time to set the expectation for the Reflection Roundtable.

- Provide a foundation for why Reflection Roundtables are important on an expedition
- Provide an explanation of the structure of the meetings
- Provide any ground rules; one person speaks at a time, be respectful, etc.

Why do we do Reflection Roundtables?

Most great expeditions around the world fail not because of the skills and abilities of its individual members but because of inconsistent goals and lack of cooperation, teamwork, and care for each other. Reflection Roundtables allows our expedition a consistent place to check in with each other and ensure our expedition is on track.

As people, it is important we learn to self-assess our performance, help to assess others; and communicate those assessments openly, respectfully, and honestly. Roundtables offer all of us an opportunity to reflect on the day's activities and assess each other and ourselves in hopes of becoming increasingly open and clear.

How to lead the Reflection Roundtable

Start by emphasizing the team agreement which should include respecting each other, being honest, and confidentiality. These expectations are needed for the teens to feel safe to open up. You might start with a general question about how the team did today and discuss positives and areas for improvements. You could also start with a rate your day. Examples of this include HI-LOW-HI (high point, low point, high point of the day), a 1-7 scale (1=one of the best days of my life, 2=great day, 3=good day, 4=neutral day, 5=bad day, 6=horrible day, 7=one of the worst days of my life), or a simple “thumb check” (thumbs up scale). Before too long, turn to the journal questions for the day. Usually, it is best to ask who wants to go first. Sometimes it is helpful to have an adult share openly and honestly to set the tone. You can then bounce around or go in a circle. The important point is that everyone gets a chance to talk.

The goal is to create a discussion that is meaningful and engaging. Questions like “Does anyone have a thought on that?” help this process. Use open-ended questions. When the teens answer their journal questions, help them by providing insight. It really is not

important that they get the “right” answer – but that they understand how their behavior affects others, for example. For that reason, you would not generally tell the teens directly they are wrong with a certain answer. You can agree with a certain aspect of their answer and also point out where they can grow.

Other tips: read the teen’s body language and gently encourage them to speak up where you think they are holding back. Make sure everyone is sitting in a circle where they can see everyone else’s face. If someone gets off topic, redirect him or her back on topic. Be comfortable with silence; teens aren’t used to it and will often speak up eventually.

Since the goal is a good discussion and insight, do not feel you have to cover every question on every day. Also, sense where the group is at; if everyone is tired or if there is bad weather adjust without losing this important group reflection.

Summit Day (backpacking)

When the terrain allows, the “summit day” is often used to carry light loads day hiking a nearby peak. Reaching the top usually gives the youth a great sense of accomplishment. The Summit Day is your opportunity to crystallize much of the learning from the expedition. Deliberately creating a sense of ‘bigness’ and an elevated feeling of achievement and incorporating past learning into the day is important in reaching our outcomes. Due to groups’ abilities the planned summit may not be possible. If this is the case, do your best to select a “challenge,” be it a high point, a specific lake, or some other landmark to work towards.

Challenge Day (canoeing)

Paddling expeditions incorporate different types of challenges for their feeling of achievement. Many groups use a long portage or trifecta with three long consecutive portages to give the youth a great sense of accomplishment. The challenge day is your opportunity to crystallize much of the learning from the expedition. Deliberately creating a sense of ‘bigness’ and an elevated feeling of achievement and incorporating past learning into the day is important in reaching our outcomes.

Last Night Celebration and Awards

Celebration Dinner

This is the final dinner together as a team and is an opportunity to feast, laugh, reflect, present awards and enjoy one another’s company before heading back to the city. Please be creative in choosing meaningful closing activities that provide skills for them to transfer their experience home.

Adult Award Flags

At the end of the expedition, the teens will create and present award flags for the adults to show and articulate their appreciation. Ensure they are given enough time and space to reflect on and create a meaningful award flag for each adult. It is important for an adult (probably the instructor) to help teens understand that this is their opportunity to express gratitude toward the adult team.

Teen Award Flags

At the end of the expedition, adult team members will present a memento of completion to the teens that they can hang onto long after the expedition is done. These teen award flags can be presented at the celebration dinner or whenever your team feels is the appropriate time at the end of the expedition.

Award Flag Ideas

Decide on how you'd like to frame the evening awards and be sure to communicate your plans to the students so they can create meaningful awards too. Be creative – but here are some ideas to get you started:

- Select a meaningful “power animal” that displays the teen’s accomplishments or highlights a positive character trait.
- Come up with creative award names, again recognizing accomplishments or positive traits
- Have each participant sit in the middle of the circle and have everyone else say words that describe them for two minutes. Designate a scribe to write the words on the flag as people say them.
- Once you’ve presented the awards allow students to sign one another’s flags.

Supporter Acknowledgement

At the end of the expedition, the teens will have the opportunity to write letters to thank the people who made the expedition possible. It is okay to explain to teens that their experience happened because of the generous support of financial and in-kind donors. This is an opportunity for you to help teens to further reflect on their experience and articulate their appreciation. Ensure they are given enough time and space to reflect on and write a meaningful letter. This can also be a time to discuss the concept of ‘paying it forward,’ they have been given this experience, how are they going to use it to make someone else’s life better? Your team may be assigned a specific corporate partner or funder to acknowledge. Good content starters include, “Before BCM, I _____, after BCM, I _____.” “My favorite part about the expedition was _____, I learned _____ and will use that at home by _____.” “Thank you for the _____ (specific gear), my favorite part about it was _____.”

Group Progression

Tuckman's Stages of Group Development are a useful tool to understand the progression that your team of adults and students will progress through during the expedition. Each expedition will be different and each group will move through these stages at their own pace.

The guide below walks you through the stages of group development, highlights behaviors that are evident of this stage, discusses the motivation of the group at the stage and activities that are best to bring out the potential of a group at each stage of development. Specific activities that are great for each stage can be found later in this section.

1. Forming

The group meets and establishes what their goals are.

Behaviors - Team members are very well behaved, but functioning very independently. Members go to great lengths to avoid conflict and often avoid difference of opinion.

What are we working towards? Group members are trying to find their place in the group. They are interested in establishing what is expected of them and others. On a more practical level, each member is trying to learn names, bond with group members, and begin to accomplish what have been clearly established as relevant tasks.

What are good activities? Groups need structure at this point. Name games, icebreakers, and silly games all lighten the mood and help members to get to know each other and help individuals to come out of their shells.

2. Storming

As group members become more comfortable with each other, they begin to be more assertive. Some groups may skip this stage altogether or the conflicts occurring may not be dramatic. It is important to acknowledge and resolve even minor conflicts occurring during this stage or else the team cannot progress forward.

This stage is incredibly important because if poorly managed morale will be low and groups will not progress past it. However, if well handled, this stage can help shape resilient, diverse, and communicative teams.

Behaviors - Differences between members of the group come to the surface. In being more assertive, group members attempt to eliminate differences through conflict. Disagreements at this stage tend to be circular and do not resolve. It is common for the group to challenge and question those in leadership positions.

What are we working towards? The primary goal at this stage is to help members to become comfortable with a diversity of opinions, voices, and roles.

What are good activities? Communication and tolerance should be stressed. Calmness and confidence in the group's ability to succeed should be emphasized through activities. Great activities for this stage are cooperative and remind members that they have the same goals.

3. Norming

The group has resolved conflicts, acknowledged and accepted differences, and turns their focus to accomplishing goals. It is not uncommon for groups to move back and forth between the Storming and Norming stages as new challenges or externalities affect the group.

Behaviors - Discussion focuses on how to accomplish the goals set out before us. Team members are not upset by other member differing opinions or feelings. The team may try to avoid conflict at this point and the group leader may need to set the stage for members to share new and potentially contentious ideas.

What are we working towards? The ultimate goal of this stage is for all members of the group to trust the group as a whole. Members should feel comfortable sharing ideas without attempting to control conversation. Team members should feel comfortable communicating directly.

What are good activities? Activities at this stage should focus on building trust. Activities should encourage team members to share ideas and require equal participation to succeed, as well as require team members to relinquish control to others to succeed. Trust-based activities are ideal to help the group succeed past this stage.

4. Performing

Groups succeed beyond what was expected in this role because they have become confident in focusing on the goals at hand and trusting that each team member has the best interest of the group in mind. Also at this stage, leadership is divided up among the group and individual skills are appreciated.

Behaviors - The instructor or leader is a participant in the group. Decision-making is cooperative and does not require supervision. Disagreements are accepted so long as they conform to the norms of communication the group has established. Groups are communicating

openly and honestly and individual members are sharing feelings and thoughts.

What are we working towards? At this stage, the group is working collectively to accomplish the goals set out before them. They are focused on achieving a level of success not yet seen.

What are good activities? Challenging and collaborative activities can bring out the best of groups in this stage. Offer up activities that require a variety of input to succeed.

5. **Adjourning**

This last stage occurs as the group has completed their objectives and is preparing to leave. This stage requires more structure and strong leadership and is focused on processing the experience and leaving it with the lessons learned.

Behaviors - A variety of behaviors are possible in this stage. Some groups may be angry, sad, or beginning to create distance. Other groups may be reflective and contemplative and still others may be celebratory.

What are we working towards? The most important goal of this stage is to help a group process what they have learned in the field and help them discover how to apply those lessons in their daily life. A very important secondary goal is to help a group that may be feeling a variety of feelings to leave the field feeling happy or fulfilled with their experience.

What are good activities? Debriefing activities. These will be led by instructors but require the buy-in of the full group.

The stages of group development can be a very helpful way to think about what your group may be going through and need from you at any point during your expedition.

Games and Initiatives

This list of initiatives and games is just the beginning. Your instructor will have a huge number of possible activities to run and facilitate.

This list should provide you with a few activities that speak to the needs of a group at each stage. If you need more guidance or instruction please seek the support of your instructor.

1. Forming

Group Juggle

Materials: 4-5 soft throwables or balled up socks

Gather Participants in a circle and explain that they need to throw the ball so that each person catches it only once, and the ball ends back with you. When they throw the ball to someone, they need to say their name and look them in the eyes. After the first round, make the group do it again and in the same order. For the third round, encourage the group to go quicker. For the final round, add all of the balls and see how long they can keep them going. (For an added challenge: can you juggle the same number of balls as people? More?)

Debrief questions:

What made that difficult? How did the activity change as new challenges were added? How did you relate to the group at the beginning? At the end?

Tarp drop

Materials: 1 Tarp

Divide the group into two teams. One team will go to each of the sides of the tarp.

Two people will hold up the tarp, separating the two halves. Each turn, the team will choose one individual to stand close to the tarp. It is very important they cannot see the people from the opposite team. The holders will count down and then drop the tarp and the two participants will be facing one another. The goal is for the opposite individual to say the person's name on the other side before they say yours.

This game can be adapted so that rather than recalling the individuals name, you are recalling facts you have learned about them (pet's name, favorite food, favorite movie, nickname, etc...).

Debrief Questions: Why would we play this game? Do you know people's names better? Were some people better than others? How? What are some individual strengths in this group on this trip? How do they complement each other?

2. Storming

Group Stand

Start off by breaking the participants into pairs. Have the participants sit back-to-back, link arms at the elbow, and stand up. Then have two pairs join together, then sit down in a small circle and face outward so that all backs are in the center. Then arms at the elbow, stand up as a group.

Have them grab another group so that there are 8 people, and do the same thing.

Debrief Questions: What was difficult about that? Did it become easier or harder as more individuals were added? What things you did made the activity easier? Harder? What aspects of this trip require all of us to work in concert? What goals that you want to accomplish in life require that degree of cooperation?

3. Norming

Thunder and Lightning

Materials: Soft throwables, blindfolds, an open and safe space

Prior to beginning this activity, look at the environment you have to work with, this activity works best with a flat field. The larger the space, the more difficult the activity can be. The facilitator will identify the boundaries and scatter soft throwables in the area. The facilitator will then instruct the students to choose a partner. Once the partners are selected, have one of the students in each pair volunteer to be the lightning (blindfolded) and the other student to be the thunder (the eyes and director) - these roles will switch after each round. The participants in the lightning roll will all be blindfolded and placed within the playing arena. It is the thunder's job to verbally instruct the lightning where the balls are located. The thunder must stay outside the playing arena and not touch any of the lightning at any time. The lightning must locate the balls in the arena (with the thunder's help) and throw them at the other lightning on the field. If hit by a ball, the hit lightning must take off their blindfold and leave the playing field. At no point in time will the thunder or hit lightning throw a ball. An "out" is verified by a clean throw and not from a tag or bounce off a wall/ground. In order to prevent injury, instruct the lightning to only walk while on the playing field. The round is complete once there is only one lightning left standing on the field. Instruct the participants to switch roles and play again. If rounds are progressing quickly have the group switch partners.

Debrief Questions: How did it feel to lead? How did it feel to have to follow? What was fun about that game? What was frustrating? How did your trust of your partner change? After you were blindfolded, did you give directions differently? Did understanding your partner's perspective help with being successful?

Trust walk

Materials: Blindfolds, a safe space approved by instructor

Check with your instructor to make sure your surroundings are safe for this activity and that your group is ready. Make sure that you have an open and safe area. Clear it of head and body level hazards, as well as

any objective surrounding hazards. Have everyone find a partner. One person is blindfolded and the other will be leading. (Be sure to check that participants are willing to be blindfolded, if not, have them close their eyes.) The one who is leading needs to take the other through an obstacle course - preferably made with safe objects found around camp or in backpacks. If any obstacles are touched, the whole group must start over again. The leader cannot touch the other person and must direct them using only words. The leader should attempt to use as many of the blindfolded individual's senses as possible in directions. To make it more difficult have an entire group lead one person and take turns, or have one person lead the entire group.

Debrief Questions: How much did you trust your partner at the beginning? The end? What things did your partner do to make you feel safe? What could they have done better? What communication strategies worked best? What are some scenarios in life where you might have to help someone through something? Have you ever been guided through a difficult experience?

4. Performing

Human Knot

Assemble the group shoulder to shoulder in a circle. Have each person put their left hand in to the circle and grab someone's hand across the circle. Next have them repeat with their right hand. They then must untangle into a circle without letting go of hands. To make this a more challenging activities silence or blindfold participants who tend to lead the group.

Debrief Questions: What strategies did you all adopt to succeed? What were the most effective communication strategies you used? How did it feel to succeed? Do you think you could have done this on day one of the expedition?

5. Adjourning

Taps

Have teens stand in a circle and have adults stand on the outside of the circle. Whoever is facilitating the activity will read a series of statements including but not limited to:

Tap someone who...

You would like to thank.

Made you smile.

Who you learned about.

Who you admire.

Who made you laugh.

Who taught you something.

Who is a friend.

Who you are proud of.

Who you will never forget.

Have the teens and adults switch places. Designate one teen to read the statements and have the others tap the adults. Feel free to do a mixed group of students and adults too.

Debrief Questions: How did it feel to tap? How did it feel to be tapped? What are some ways you express appreciation to others at home? Are there people that you should appreciate more? How can we remember what we have meant to each other when this trip is done?



Section D: Backcountry Lessons

Topics

- Clothing Selection and Layering
- Backpack Loading*
- Map and Compass*
- Leave No Trace
- Health and Wellness Introduction*
- Keeping Clean in the Backcountry*
- Cat-hole Construction and Use/Using the Bathroom in the Woods*
- Water Treatment*
- Campsite Selection
- Kitchen and Food Safety**
- Lost and Alone**
- Lightning**
- River Crossing**
- Animal Encounters
- Canoe Safety and Rescue**
- Throw Rope Use**
- Portage Pack Loading*
- Portaging - Buddy Loading System**
- Beaufort Wind Force Scale

*Recommended to be taught by an instructor/experienced volunteer

**Must be taught by an instructor

Further lesson ideas for new volunteers and peer leaders

- Weather
- Flora and fauna
- Stars and constellations
- Fishing
- Cultural/geologic history of your expedition area

Introduction

It is not the outcome of a BCM expedition to turn teens into outdoor experts. Rather, the focus is developing teens' character, responsible citizenship, and creating opportunities for learning. There are, however, a number of backcountry skills that should be covered during your expedition to help youth achieve self-reliance, a sense of accomplishment, and to reduce stress. It is best to weave these learning opportunities throughout your journey when a natural opportunity presents itself to maximize retention of the information and maximize your lesson's usefulness.

Certain lessons are required to be taught by the instructor, others are best taught by individuals who have seen the lessons modeled on past expeditions. A handful of lessons are great to be used to gain experience facilitating for new volunteers. (the breakdown of which lessons are which can be found on the first page of this section)

A lesson planning template is provided in the resource section should you chose to include a lesson not provided here.

Review the included lessons before you leave for your expedition as some lessons require front-country preparation and/or materials.

Clothing Selection and Layering

Goals

- To familiarize students with their outdoor clothing and how to properly manage body temperature through layering.

Students will be able to

- Properly assess appropriate clothing types for backcountry use
- Layer clothing effectively throughout the expedition

Preplanning Tasks

- Understand back country clothing materials

Materials

- Your own clothing for the trip

Talking points

One of the toughest parts of learning how to backpack or paddle comfortably is learning how to effectively regulate body temperature. Explaining to the teens about each piece of clothing and its intended purpose will help them when getting dressed each morning.

In general, we want to teach our students to change their layers before they get too hot or too cold, and ensure they are not sweating/overheating or becoming even mildly hypothermic.

Below is some information that may be helpful if you choose to go over the clothing selections with the teens.

- **Cotton:** Usually the teens will have cotton t-shirts, shorts and maybe pants when on the trail. Contrary to popular belief, cotton does have its place in the backcountry. It is comfortable, breathable and conducts heat away from the body in warm weather. The disadvantages are that it absorbs water/perspiration readily, dries slowly, and collapses when wet. This can be dangerous if weather is cold, wet, or windy.
- **Synthetics:** The teens will be issued fleece pants, jacket, socks, and thermal layers that will fall under this category. This fabric is lightweight, does not absorb water, is a good insulator, dries rapidly, and is comfortable. The disadvantages are that it can melt readily when exposed to heat, is not as soft and comfortable as cotton, is expensive, and holds body odor.
- **Outer Layer / Rain shell and pants:** Many of BCM's outdoor garments are made from Gore-Tex: a waterproof, breathable and windproof fabric. If your raingear is not Gore-Tex, it is probably a waterproof, coated nylon. The disadvantage to the coated nylon is that it can trap moisture inside; therefore, the wearer can become soaked with perspiration unless it is well vented. PLEASE do not allow students to hike in rain gear unless it is raining.

Backpack Loading

Goals

- To have teens pack a balanced, neat, and organized pack that is comfortable and efficient for travel over varied terrain.

Students will be able to

- Understand how to pack a pack effectively for backcountry travel.
- Pack items for accessibility on the trail.
- Pack a well-balanced pack that is safe for travel over varied terrains.
- Safely lift and put on a backpack and safely take off a backpack.

Pre-planning Tasks

- Have your pack exploded with all of your gear and clothes laid out for the teens to see. Your pack and its contents will be used as a visual example of how to pack a pack.

Materials

- Your pack and its contents

Timing and Opening

- It is essential that this lesson is covered before you head out on the trail.

- Have teens bring their packs and gear to the lesson. They can pack as you teach.
- This lesson can be used as a sort of “shakedown” so the teens do not bring unnecessary items on the trail. The rest of the adult team can coach as you teach the lesson.
- This is a hands-on lesson and all teens and adults should be active. If you lose momentum during this lesson, it can drag on and on. Be concise, clear, and energetic as you move through your lesson and keep teens on task.

Lesson Body: Conveniently Balanced System

Convenience

- The most needed items should be packed so you can conveniently access them as needed while on the trail. These items include rain gear, water bottles, trail snacks, sunglasses, sunscreen, iodine, rain gear, first aid kits, headlamp, etc., and should be stored in external pockets or near the top of the pack.
- Items that are not needed while on the trail should be packed lower inside the pack; cook pots, stoves, food bags, tents, sleeping bags, etc.
- If a waterproof liner is issued on your expedition, make sure to demonstrate using the liner.

Balance

- The heaviest part of the pack should be the lower third of your pack and centered.
- Heaviest item(s) (tent or food) should be packed in the bottom half of the pack and close to the packer’s body.
- Balance left to right: Items of similar weight should be placed on opposite sides of the pack.
- Front to back: Heavier items need to be placed as close to the packer’s back as possible to avoid pulling the packer back.

System

- A system of pack organization allows the teen to load easily, locate gear quickly and keep track of gear.
- Some items can be grouped together and packed in stuff sacks:
 - Toilet kit (toothbrush, toothpaste, brush etc.)
 - Clothes bag (socks, underwear, bandana etc.)
 - Food bag (food, cup, bowl, fork etc.)
- Packs should be streamlined and neat.
- ALL equipment should be inside the pack.
- Soft items (clothing) should be stuffed to help fill the voids inside the pack; this maximizes space and helps to balance the pack.

Safely picking up and taking off a pack

- Two hands
- Lift pack to bent thigh first, then put arms through straps
- Partner lift

Debrief

- Ask if there are any questions.
- Have students practice safely putting on and taking off packs
- Help students adjust straps for fit and comfort

Map and Compass

Goal

- Teens will gain a basic understanding of map and compass use.

Students Will Be Able To

- Identify parts of a map and parts of a compass.
- Use a compass and follow basic orienteering directions.

Materials

- Maps of area, compasses, small retrievable items (ex. Pencils, coins, etc...), pad of paper, pen

Preplanning Thoughts and Tasks

- This lesson will lay the foundation for more in depth discussions about navigating.
- Remember to start with the very basics and work progressively. If students are having a difficult time grasping a concept, work on that longer.

Lesson Timing and Opening

- Start delivering this lesson on the first day in the field, but can be broken down and taught over the first few days.
- Look for natural opportunities such as trail junctions, clearings, passes, peaks, and other prominent features.

Lesson Body - try to make this last no more than 20 minutes.

1. *The map*

- Maps are a two-dimensional representation of the earth's surface. It is like looking down on a miniature world.
- The compass is a tool to help use the map. Do not get distracted by it. Learn to use the map first and then learn to use the compass. *Stress that most navigation uses the map, not the compass.*
- Show students how to tell what part of a map is north and that north is always at the top of the map.
- Different maps show different parts of the country and are in a different scale – how much each unit of measurement is in real life. The bottom right of the map tells you this.
- Each color on the USGS topographic map represents something different.
 - White areas are clear of vegetation
 - Green is heavy vegetation. An open grassy field will be white.
 - Blue is water. Rivers, lakes, glaciers, etc.

- The brown lines are contour lines and represent changes in elevation.
- Black represents human-made objects. Names, buildings, roads.
- Have students look at map, orient it correctly and point out different features. It is fine to ask them ones you didn't teach yet (peaks, ridges, valleys) so long as you explain after they guess.

2. Introducing the Compass:

Compass parts

- The base plate is the rectangular flat part of the compass
- The bezel or housing is the circular part that rotates. Degree markings are on the outside and the needle is contained inside.
- Orienting arrow is the big red arrow inside the bezel and corresponds to north. This is the shed.
- Direction of travel arrow is located at the top of the compass.
- The needle is the red needle floating around inside. This is red fred. He wants to be in the shed.

Finding north – skip any discussion of declination until later into a trip, if students are interested. However, if they have been understanding the information, include this.

- The compass needle orients itself along the earth's magnetic field.
- Magnetic north and true north are not at the same location. In CA, WA, OR, and CO, the compass needle will point east of true north. MN is more or less without declination.
- At the bottom of the topographic map is the declination. The declination shows the difference between true north and magnetic north. Difference in declination by region:
 - Colorado: 10 degrees east
 - Washington: 16 degrees east
 - Oregon: 14 degrees east
 - California: 13 degrees east
 - Minnesota: near 0
- Once students have practiced setting the declination for various areas have them set it and leave it. *The reason why we set declination does not need to be stressed. Just have them set it and they can even mark it with a pencil.*

3. Orienting the map

- Rotate the bezel so that the 0 degrees is lined up with the direction of travel arrow. Adjust for declination.
- Lay the side of the base plate along the side of the map.
- Rotate the map and base plate together until the red needle is inside the orienting arrow. (Red fred in the shed).

Once this basic introduction is complete, here are two activities to do that are fun and get students more familiar with navigating by compass.

4. Three-legged Walk

Start by having each student mark their location with a small stick and setting their compasses to north (360 degrees). Once north has been set, they sight down the direction of travel arrow on the compass and pick out a tree or rock in the background. The students then step out 100 paces. (These are double step paces. In other words, students should count each time their right foot touches the ground.) Everyone stops after 100 paces. The students are then directed to set their compasses to 120 degrees and they pace out another 100 steps and stop. Then everyone is directed to set their compasses to 240 degrees and pace out another 100 steps. At this point, they have completed walking a triangle and should end up fairly close to their starting point. The exercise quickly becomes a game among students to see how close they can come to their starting point. Other shapes can be made with different angles – a square is 90 degrees, a hexagon is 120, etc...

5. Orienteering Course

1. Once students are confident at setting angles and shooting a bearing, move on to a simple orienteering course.
2. Divide the group into 2. Have each group go and place a small and low-profile item where it cannot be seen until you are on it, you could use a pencil, a unique rock or any number of other items.
3. Working backwards, have the group create a set of 6 instructions that lead from the marker to a designated starting point. Have an adult team member accompany the students to make sure their track is safe and does not put the students anywhere dangerous. Have groups follow each other's courses to find the hidden objects.

If students are interested...

If students show interest in map and compass navigation, later in the trip introduce ideas of contour lines and measuring elevation and of trip planning (give students a beginning and end point on a map and have them design an imaginary trip between them showing the easiest route).

Leave No Trace

Leave No Trace is an important list of principles to minimize negative impact in the wilderness. Exact ethics vary because of terrain differences, climate, and regulations. Having a basic understanding of the principles is a good foundation to help your group make good choices in the backcountry.

Goal

- To have participants be aware of and practice good backcountry ethics by memorizing the seven LNT principles.

Outcome

- Students will understand and memorize the seven LNT principles and will apply them throughout the expedition.

Pre-planning Tasks

- Memorize hand symbols for each principle (below)
- Have examples ready to show while on expedition where LNT has been followed, and where not.

Materials

- Your hands

Lesson Timing and Opening

- This lesson should be done in the beginning of expedition and talked about throughout your travels.
- Open by talking about our impact, respect, and how we can be stewards of the land.
- Include that as a group, land managers expect us to follow LNT practices. And that is an expectation in order for BCM to return year after year.
- The material should be discussed again while on the trail by the adult leader team.

Lesson Body: The Seven Principles of Leave No Trace

This is an activity of do-as-I-do. Have entire group mirror your actions for each principle. Ask the group to brainstorm the detailed action of each principle before giving specifics.

1. Plan Ahead and Prepare

- Hold up your index finger for number 1. State first principle while pretending to jot notes on your other hand with your raised index finger.
- Ask: *What does it mean to plan ahead and prepare? How would this lessen our impact?*
- Discuss below:
- This expedition has been carefully planned by the staff and adult leaders at BCM.
- The rules and regulations are made to help preserve the wilderness for future users.
- By knowing and planning our route of travel, we can anticipate the water sources and kitchen areas for our group campsites.
- Proper planning and preparation will set your expedition up for success for carrying out the seven LNT principles.

2. Travel and Camp on Durable Surfaces

- Hold up your first and second finger to make a number 2. State the principle while making your first and second finger “walk” across your other hand.
- Ask: *What is a durable surface? Why would we try and stick to that?*
- Discuss below:
 - Established trails and campsites
 - Rock

- Gravel
- Dry grasses
- Snow
- Camp at least 200 feet from water sources.
- Guidelines for traveling in heavily used and established areas:
 - Concentrate use on existing trails and campsites.
 - Walk single file in the middle of the trail, even when it is muddy or wet! Do not cause further erosion by stepping off the trail because of minor inconveniences.
 - Keep campsites small and concentrate activities where vegetation has ceased to grow due to overuse.
 - Guidelines for traveling in pristine areas:
 - Disperse use to prevent trails and established campsites.
 - Avoid places where campsites are just beginning.
 - When traveling using non-established trails, make sure the hikers are spread out and not following in each other's footsteps.

3. *Dispose of Waste Properly*

- Hold 3 fingers in the air. Bring 3 fingers together to make a “scoop” and pretend to scoop dirt out of an imaginary cat-hole in your other hand.
- Ask: *How will we take care of our waste out here?*
- Discuss:
- Pack it in; pack it out (even trash that is not yours).
- Sweep your campsite and rest areas for trash or spilled food before departing.
- Deposit solid, human waste in cat holes.
- Yes, you even pack out your toilet paper and hygiene products!
- When washing yourself and your dishes, carry water 200 feet away from water source before dispersing.
- Use the least amount of biodegradable soap as possible when washing dishes.
- Properly disperse strained dishwater.

4. *Leave What You Find*

- To make this hand gesture, hold up both thumbs and both index fingers (each hand should make an “L”) for a total of 4 fingers. Bring the tip of your left thumb to the tip of your right index finger and the tip of your right thumb to the tip of your left index finger to make a box or rectangle. Pretend to take an imaginary picture through your imaginary camera.
- Ask: *Why would we leave what we find here?*
- Discuss:
- Leave rocks, plants and other natural objects as you found them.
- Do not build structures, furniture, or dig trenches.

- Examine, but do not touch cultural or historical structures or artifacts.

5. Minimize Campfire Impacts

- Use all five fingers on one hand to represent flames roaring out of your other hand.
- Ask: *How could we minimize campfire impact? Why?*
- Discuss:
- Use a lightweight stove for cooking.
- Where campfires are permitted use established fire rings or mound fires.
- Burn all wood and coals to ash, put out campfires completely, and scatter cool ashes.

6. Respect Wildlife

- Hold up three fingers on each hand and place hands on head to create “antlers” with six fingers.
- Ask: *What does it mean to respect wildlife?*
- Discuss:
- Observe wildlife from a distance; do not follow or approach it.
- Never feed animals. Feeding wildlife can harm their health, alter their natural behaviors and expose them to predators.
- Protect wildlife and your food by storing rations and trash securely.

7. Be Considerate of Other Visitors

- Hold up 2 fingers in one hand to make a “peace sign” and waive with all 5 fingers of your other hand.
- Ask: *How can we be considerate of others?*
- Be courteous; yield to other visitors on the trail.
- Take breaks and camp away from trails and other visitors.
- Respect other visitors and protect the quality of their experience. Watch your noise level when around other visitors.

Lesson Closing

- Repeat the steps and say the principles together.
- Ask for each person to say (or something similar): “I agree to use the seven LNT principles while in the backcountry.”
- Try to point out negative and positive impacts on the land brought about because of following or disregarding LNT guidelines throughout the expedition.

Health and Wellness Introduction

Goal

- To introduce important health topics that teens need to be aware of during their time in the backcountry.

Students will be able to

- Have a basic grasp on the importance of caring for their health in the backcountry

Pre-planning Tasks

- Review 'Bathing and keeping clean' and 'cathole construction and use' lessons. This can be taught in conjunction with those lessons.

Lesson Timing and Opening

- This lesson should take place at the very beginning of the expedition.

Lesson Body

1. It is important to keep hydrated and to understand the symptoms of dehydration
 - a) How do you tell if you are hydrated? Your urine is clear and copious (frequent).
 - b) How do you tell if you are dehydrated? Your head hurts, your urine is bright yellow or gold, and/or you feel thirsty.
2. Tell your instructor if you have signs of Acute Mountain Sickness (if backpacking)
 - a) Difficulty sleeping
 - b) Dizziness or light-headedness
 - c) Fatigue
 - d) Headache
 - e) Loss of appetite
 - f) Nausea or vomiting
 - g) Rapid pulse (heart rate)
 - h) Shortness of breath with exertion
3. It is important that you eat enough so you have energy this week, this includes eating breakfast and snacks, monitoring your energy level, and having a balance of fats, carbs, and protein. You are going to be working hard and your body needs fuel to keep you going.
4. It is important to poop this week, you are going to be putting good, healthy food into your body and the waste needs to come out. Communicating with adults about pooping is normal in the backcountry. We all have to make sure each other are safe and healthy.
5. Foot care: Be sure to tie your boots/shoes tightly, this will help you avoid blisters. If you feel a 'hot spot' at any time, tell an adult immediately so that you can fix the problem before it goes too far. Try to keep your feet dry as much as possible, and take opportunities to air out your feet. Always wear shoes when walking around. (Canoe programs can talk about blisters on hands here too.)
6. Hygiene: It is very important to maintain good hygienic practices to avoid the spread of bacteria in the backcountry. Use hand sanitizer or wash hands after going to the bathroom, before handling food, and before eating. Don't put your hands in food bags, but instead pour food from the bags into your hand.
7. Tell an adult about any minor problems before they get big – For

example, the food is different and this may affect your digestive system, or tell an adult about a shoulder problem before it gets so bad you can use it much. Also, if you have had any changes to your health since you applied for this trip let an adult know immediately - it is important for us to have the most accurate information we can about your health.

Debrief

- Let students know that you'll be going into greater depth on a lot of these topics throughout the week.
- Emphasize that teens should let you know if there's anything, new or old, which you should know about their health.

Keeping Clean in the Backcountry

Goal

- To have teens keep clean and dry with minimal impact on water sources and environment.

Students will be able to

- Recognize why bathing with soap in lakes and streams is harmful to the environment.
- Understand the importance of keeping clean and dry in the outdoors.
- Know how to keep clean with minimal impact on the water source and environment.
- (Female Expeditions) Females will understand feminine hygiene issues in the backcountry.

Preplanning Tasks

- *Female expeditions* – Fem-kit

Lesson Timing and Opening

- Maintaining good, daily personal hygiene habits, especially before mealtimes and after using the bathroom, should be emphasized as soon as the expedition begins.
- Introduce the lesson by talking about the importance of keeping our water sources clean and how bathing and keeping clean in the outdoors promotes good morale, good expedition behavior, and shows consideration to other team members.

Lesson Body

Why do we need to take special precautions?

- Introducing chemicals to our water sources can be harmful to both the plant and animal life in the water.
- Increasing nutrients (washing directly in water sources can increase nutrient loads, i.e. dead skin, dirt, etc.) in the water can result in plant and animal life death. Alpine water sources are in a delicate balance; larger bodies of water suffer less from our use.

- No one wants to drink the water that someone just bathed in! Seeing soapsuds floating the river does not make for an enjoyable backcountry experience.
- Drinking water that is contaminated with soaps can cause intestinal irritations and diarrhea.
- In most backcountry areas, it is illegal to put human made substances into the water system.
- Staying dry keeps skin healthy and prevents odor and infection.

How to keep clean in the backcountry

- Stress the importance of washing feet on a regular basis to avoid fungal growth, keep feet cool and dry.
- Use baby wipes/wet bandana to clean yourself as needed on the expedition.
- Stress the importance of keeping private areas (any area covered by your swimsuit) clean with the use of baby wipes or bandana.

Handwashing

- On-the-go groups should use hand sanitizer after using the bathroom and before lunch.
- In camp groups should set up a handwashing station with a dromedary or camp sink 200ft from water sources.

*Feminine-specific hygiene- **must address on female expeditions***

- Be prepared for menstruation. Even if you are not expecting to get your period during the expedition, bring adequate supplies anyway. The change in diet, the strenuous exercise, and spending a lot of time with other women can all affect your cycle. This is even true if you are on the pill.
- Place any used tampons or pads in your personal garbage bag.
- Spend extra time keeping private areas clean using wet-wipes to avoid infections and other bacteria.
- Girls may want to consider using a “pee rag” to wipe after peeing. This is often a bandana that can be hung off your bag to dry afterward.
- Important to keep a pair of underwear clean and dry (if groups are getting really wet).
- Remember to check in with girls frequently to make sure nothing out of ordinary is going on. Girls should be encouraged to let adults know if they are feeling any discomfort.

Debrief

- Stress the importance of following these bathing guidelines due to environmental conservation.

Cat-hole Construction and Use

Goal

- To have teens be able to construct a cat-hole with minimal environmental impact and explain why cat-holes are used in the backcountry.

Students Will Be Able to

- Know the physical, environmental, and aesthetic consequences of not properly disposing of human waste.
- Properly be able to properly build and use a cat hole
- Be (more) comfortable talking about using the bathroom

Materials

- Trowel and Dump Kit

Pre-Planning Tasks

- Have full Dump Kit (trowel, toilet paper, hand sani, tp bag) ready. Find a good site to dig an example cat hole.

Lesson Opening and Timing

- Teach this lesson on your first backcountry day. There is no way to really ease into this lesson. Just get right down to it and get all the laughing and “grosses” out of the way at the beginning. The more straight forward you are, the less the students will shy away.

Lesson Body

1. *Number 1:* Pretty straight forward. Pee away from the trail and water sources. There may be more specific directions if travelling in specific areas (the alpine, the boundary waters, etc)
2. *Number 2: Ask students why we would bury our poop?*
 - *Aesthetic* (visual) impact - how would you feel camping somewhere if you saw poop around the site?
 - *Contamination*
 - human waste can affect the purity of our water sources, the ones you will be drinking from in the backcountry. Proper disposal can minimize the spread of disease.
 - If poop is properly buried, it does not risk spreading germs to other users through the soil. If it is buried shallowly or not at all, it does.
3. *How?*

Have your dump kit ready

- Show students what is in it, what each thing is for and where to keep it in one's pack.

We make a cathole:

- Cat holes are small holes, typically dug with a shovel or trowel, and are used only once. The small hole, about roughly 6 to 9 inches deep, is covered after use. The waste contained in the hole is unlikely to contaminate while biodegrading in the hole.

The 8 'Ds' of Dumping:

- 1) Decide: Remind students that it's important that we all poop this week
- 2) Distance: Find a spot 200 feet from trail, tent, kitchen and water sources. 200 feet=70 large steps.
 - a) Have students practice pacing out 200 feet, so they can get an idea of how far it is.
 - b) Once students have done this, regather them
 - c) As a group walk out 200 feet to the spot you pre-selected.
- 3) Destination: What makes a good spot? Hidden, not likely to be come upon by other users, in soil so that decomposition is encouraged.
- 4) Dig: The hole should be 8 inches deep and 4 inches wide:
 - a) Have students each help with one trowel full. This way they will get a sense of what the size should look like. Measure with the trowel.
 - b) Show how to pile dirt on one side to refill the cat hole.
- 5) Do: your business
 - a) Stress to students that they should get it in the hole.
 - b) Demonstrate and have kids practice how different folks go poop in the woods (squat, over a log, holding a tree).
- 6) Disguise: Remember LNT!
 - a) Bury your waste
 - i) Demonstrate how to fill the hole with a stick. We only use the trowel for the initial hole.
 - ii) Have students practice refilling.
 - b) Pack out your tp!
 - i) Show students how to get their tp into a bag sanitarly and put it in their waste bag.
 - ii) Stress 2 things to never do with tp
 - (1) Never bury it - not made to decompose in these conditions
 - (2) Never burn it - Forest fires
 - iii) Discuss natural wipes
 - (1) This eliminates the need to carry out tp and handle dirty tp
 - (2) They are everywhere: sticks, pinecones, leaves, snow, smooth rocks...
 - c) Double check the site
 - i) Make sure everything looks back in order, the cat hole is fully covered and filled in and there is no trace of your waste.
- 7) Disinfect: Wash your hands!
- 8) Discuss: In the backcountry it's okay to talk about our poop. Everyone does it.
 - a) Create a ranking system of your choice to make the conversation easier.

Debrief

- Make sure everyone understands the process.
- Have the teens recite the steps
- Some campsites in national parks have designated pit toilets. Use those when provided.

Addendum:

In the Boundary Waters Canoe Area, throne latrines are provided at each campsite. These areas are NOT to be used for garbage. When at a campsite, a good practice is to make sure everyone knows where the throne is shortly after arrival, allowing for the proper setup and location of a sanitization station. If, during water travel, a group is not near a campsite throne, merely pull aside and use the procedure above to dig a proper cat hole.

This is a very important lesson, and can be very funny. Try to make it fun yet informative.

Water Treatment

Goals

- Teens will understand how, when, and why to treat drinking water.

Students will be able to

- Explain why and how water should be treated.

Materials

- Iodine drop and water bottle

Preplanning Tasks

- Have iodine drops and water bottle ready.

Lesson Timing and Opening

- This lesson is best taught at the first opportunity to refill water bottles.

Lesson Body

When should water be treated?

- There are very few places totally free of contaminants in the world; water should always be treated.

Why should water be treated?

- Bacteria and other pathogens capable of causing disease are present in all water.

Giardia Lamblia

- Giardia can be carried and spread by all humans and other mammals.
- This parasite causes a gastrointestinal illness Giardiasis and is found throughout the United States. The most common effects of Giardia are explosive diarrhea, abdominal cramps, sulphuric gas, dehydration, and nausea.

- Symptoms usually occur a week to two weeks after ingestion of Giardia and the illness can last from a few days to a few months.
- All backcountry travelers must take universal precaution and consider themselves and all others carriers of Giardiasis and therefore must dispose of their personal waste appropriately.

Methods of water treatment

- Chemical
 - BCM issues at least two bottles of iodine per expedition.
 - Add 5 drops of iodine to every liter of water.
 - Shake, then turn bottle upside down and let a small amount of water pass through the threads and cap.
 - Re-tighten the cap
 - Wait 30 minutes
 - Do not add flavoring or iodine neutralizing tablets until water is fully treated.
 - At this time demonstrate this process if you are using iodine on your expedition. Remember to thread the cap and lip of the water bottle, as to not miss any untreated water.
 - People with shellfish allergies will be allergic to iodine, chlorine is a safe and effective substitute.
- Boiling
 - Microorganisms, viruses, and harmful bacteria are sensitive to heat.
 - Theories about temperature ranges vary from 122°F to 212°F. BCM suggests you bring the water to a rolling boil prior to drinking, sanitizing your utensils or adding food.
 - Boiling water as your main method of water purification is not fuel or time efficient on a BCM expedition. However, we can use this method when cooking.
- Mechanical Filtration (BCM does not issue water filters, if a volunteer chooses to bring their own, please only use is once in camp, not during travel.)
 - Water filters can be an effective method for treating water. However, in large groups, filtering can be too time consuming and inefficient.
 - Mechanical filtering is subject to filter malfunction
 - Filtered water tastes better.

Debrief

- Ask if there are any questions.
- Have some of the teens practice treating water.

- Review this information while on the trail to remind the teens about why we always filter our drinking water while in the backcountry.

Campsite Selection

Goal

- To have teens understand the principles of good campsite selection and choose campsites independent of adult input.

Students will be able to

- Name some of the considerations in choosing a low-impact campsite.
- List considerations in selecting a safe and comfortable campsite.

Materials

- None

Pre-planning Tasks

- Drop packs in an area that can hold your group comfortably. Show the teens some examples of good and bad campsites so they have a visual aid that relates to the lesson.

Lesson Timing and Opening

- Scheduled the lesson to be taught on day two when your group reaches the area they will be camping for the evening. Open by talking about how important it is to select safe and comfortable campsites.

Lesson Body

When to Camp?

- Before the group is overtired and fatigue has set in.
- A good leader will know that the group is getting tired even when no one is speaking up about their physical and mental condition.
- Accidents, injury, and environmental damage can happen when the group is tired; therefore set up camp prior to sunset with plenty of time.
- Setting up camp early in the afternoon allows the group to enjoy the area, explore, take care of personal and group chores, replenish energy and enthusiasm, and get a good campsite in crowded areas.

Established vs. Pristine (non-established) Campsites

- Know the land management agency's rules and regulations about overnight camping.
- When deciding between the two types of campsites, the main consideration is: Will the impact be minimized by camping at the established site or is it better for the surrounding environment to seek a pristine site?
- Some advantages of using a pristine site:

- Selecting non-established campsites provides a higher quality of the backcountry experience.
- Having teens select pristine campsites takes a higher level of decision-making, thus promoting leadership skills.

Some other considerations

- Look for a flat, comfortable and beautiful spot

The 4 Ws of Campsite Selection

1. *Water*

- How far away is the water source?
- Can water be gathered fairly easily? (Is the terrain too steep, are there wetlands surrounding source that could be damaged by repeated trampling, what is the water quality-does it need to settle in water carrier before using?)
- Where would rainwater puddle after a storm?

2. *Wildlife*

- Will the site have adverse effect of wildlife and their habits?
- Is there an animal trail nearby? (You will notice trampled vegetation, which will look like the early stages of trail development.)

3. *Widowmakers*

- Look around. Look up. Are there any dead trees, or rotting/dry tree limbs? Is there danger of anything falling on your tent?

4. *Wind and Weather*

- What direction is the wind coming from?
- Is there a place for your tent that is protected from the wind?
- Align your tent with the direction of the wind, not perpendicular to it.
- Is the site somewhat protected from precipitation, lightning, and flash floods?

Debrief

- Ask if there are any questions.
- Review these principles over the next few days when your group is selecting new campsites. Let the teens select the campsites.
- Over the course of the expedition look for areas that have been damaged due to poor campsite selection so the teens can see how important this lesson is.

Kitchen and Food Safety

Goal

- Participants will understand BCM's Kitchen policies, guidelines, and best practices.

Students will be able to

- Understand how to be safe while cooking in the backcountry.
- Work independently in the camp kitchen.

Pre-planning tasks

- Please refer to the Kitchen Policies and Guidelines before starting this lesson.
- The kitchen lesson should be taught on night one of your expedition, or at least before your first backcountry dinner.
- Have kitchen materials ready.

Lesson Body

1. Kitchen Selection

- Select a kitchen location with flat areas and little traffic.
- Large pots of water on little stoves are unstable. Stoves should *always* be on the ground (never on rocks, stumps, or picnic tables)
- Set up the stoves against objects such as boulders and trees so that participants cannot walk around or over stoves.
- *Do not sit down* next to an ignited stove. Stay on your feet or squat so you can move away quickly if needed.
- When adding food into the pot, always hold the pot using the potholder.
- When done cooking, immediately remove the pot from the stove. Food can be kept warm by wrapping the pot with fleece.

2. Food Storage

- Store all smelly items in bear canisters.
- Be sure all dishes have been washed thoroughly before going to bed/leaving camp

3. Food Waste Disposal

- Dispose of grey water by straining it first then dispersing it outside of camp, or burying it in a sump hole.
- All food must be eaten or packed out. Do not to cook more than you can eat.

Lost and Alone

Goal

- To communicate a consistent course of actions to be taken if anyone on a BCM expedition finds him/herself lost and/or alone.

Students will be able to

- Understand what to do if they find themselves lost and/or alone during their BCM expedition.

Pre-planning Tasks

- Review lost and alone procedures.

- Assemble needed items: whistle and bright clothing.

Lesson Timing and Opening

- This lesson is best delivered at the trailhead right before going into the field.

Lesson Body

Stay together

- BCM groups always travel within sight and sound of each other.
- The three rules of group travel are stay together, stay together, and stay together.

What to do if you find yourself lost

- Do not panic. The group will be looking for you.
- Once you have decided you are lost, stay in one place. Do not wander aimlessly. Return to the trail, road, campsite, or a known location if you can see it. (Don't go looking for it if you can't.)
- Blow whistle three times, wait 10 to 20 seconds, blow whistle three times. Repeat. Keep doing this until help arrives.
- Make yourself visible. Put on bright colors, stay in an open area, etc.
- If the group does not find you immediately, remember you have everything you need to be comfortable for several days in your backpack.

Lightning

Goal

- Participants understand basic concepts of lightning, lightning avoidance, and lightning position.

Students will be able to

- Understand why we use lightning position. Participants will be able to put themselves in and maintain lightning position (mandatory).
- Understand the difference between subjective and objective hazards and how they relate to decision making (optional).

Materials

- Sleeping pad
- Rain gear

Lesson Timing and Opening

- Lightning lesson must be taught within the first 36 hours of an expedition or before any anticipated lightning activity, whichever comes first.
- If timing/weather allows, this is a good lunchtime lesson on your first backcountry day.

Lesson Body

1. Science of Lightning (in brief)

- Lightning is a result of electrostatic charge build up in the clouds.
 - As a storm builds, the lower section of a cloud can become negatively charged, while the ground becomes increasingly positively charged.
 - Eventually the electrical buildup needs to release, lightning is the result. The electricity seeks the path of least resistance, making mountaintops, high ridges, tall trees especially susceptible to lightning strikes.
2. How far away is that lightning?
- Light (the flash) travels REALLY fast (983,571,056 feet per second) sound is, comparatively, slow (1,129 feet per second)
 - It takes sounds almost 5 seconds to travel a distance of one mile so five seconds between lightning and thunder indicate the strike was roughly 1 mile away.
3. Lightning Avoidance
- The best way to avoid lightning is get to the safest place possible before strikes are imminent.
 - Discuss safe vs. unsafe places in the backcountry
 - Discuss safe vs. unsafe places in the city
 - Discuss proactive decision making
 - If thunder/lightning activity begins while in exposed high country, begin your descent immediately.
 - At a distance of three miles, (15 seconds between lightning and thunder) participants should be in lightning position
 - Group spread out 20-30 feet away from each other
 - Everyone crouching with heels/feet together on sleeping pad or sitting with knees pulled tightly into the body if prolonged lightning position is expected.
 - Hypothermia is a real threat - everyone should be in raingear. Consider keeping everyone in lightning position in their tents depending on conditions and assuming your camp is set up in a non-lightning prone area.

Debrief

- Discuss Objective vs. Subjective Hazards and Acceptable Risk. How does our decision making in the backcountry differ from our lives back home? How is it the same?
- Have students demonstrate lightning position.

River Crossing

Goal

- Participants are able to manage a river crossing.

Students will be able to

- Understand some mechanics of moving water in regards to stream crossings.
- Make informed decisions regarding a river crossing.

Preplanning Tasks

- Review river crossing policies and procedures.

Lesson Timing and Opening

- This lesson is best taught at a river crossing.
- Have any needed props such as trekking poles.

Lesson Body

Mechanics

- Water moves faster and deeper on outside of bends.
- Wider places tend to be shallower and slower moving.
- Mountain streams are often fed by melting snow, thus there is less volume of water and easier crossings during the morning.
- Eddies form behind obstructions in the water.
- Logs and branches can create dangerous strainers.

Natural bridges: logs and rocks

- Assess the dangers of failure. If failure could result in injury, find a different path.
- Is the log/rock slick? Is it wide enough? Will it hold?
- Unclip the hip belt/sternum strap before crossing so the backpack can be quickly and easily separated.

Wading across

- Assess the dangers of failure. If failure could result in injury, find a different path.
- Locate a good location to cross. Wide and shallow. If the water is higher than knee-high, find a different location.
- Wear close-toed shoes and unfasten hip belts.
- If the current feels strong, shuffle across the river facing upstream.
- Partnering adults and teens for a crossing may be a good idea.

Animal Encounters

Goal

- To have teens understand how to prevent an animal attack, and what they should do if they should encounter a dangerous animal.

Students will be able to

- Identify ways to prevent animal encounters.
- Explain what to do when if they encounter animals native to the area.

Preplanning Tasks

- Review wildlife section of the LNT lesson.

Timing and Opening

- This lesson is best taught in the backcountry during day one or day two.
- Be sure that you explain to teens that aggressive animal encounters are rare, especially if they have shown anxiety about wildlife. Explain that this lesson is to help them be prepared so they can be less afraid.

Lesson Body

If you are lucky enough to spot wildlife on your expedition, please be sure to observe it from a distance, do not approach it, and under no circumstances harass it. Even gentle animals (like horses and sheep) can bite or kick if approached too closely.

The most effective ways to prevent unwanted animal encounters are to practice ‘best practices’ while in the backcountry. These best practices include:

- Keeping a clean camp
- Keeping food out of tents
- Storing food appropriately
- Traveling in groups

In the event that you surprise an animal or you find one in your camp, here are some important things to keep in mind:

Mountain Lions:

Seeing mountain lions in the wild is extremely rare. Mountain lions seldom attack unless they feel threatened, cornered, or are provoked.

- If a mountain lion approaches, stay calm.
- Don’t turn and run.
- Face it and make yourself look big by holding your arms above your head. Back away slowly.
- Throw sticks and rocks and yell – convince it that you aren’t prey.
- If it attacks, fight back and stay on your feet.

Bears:

Black bears are highly intelligent, with individual responses to people and situations. Wild black bears seldom attack unless they feel threatened, cornered, or are provoked.

If you see a bear:

- Stand still, stay calm and let the bear identify you and leave. Talk in a normal tone of voice. Be sure the bear has an escape route.
- Never run or climb a tree.
- If you see cubs, their mother is usually close by. Leave the area immediately.

If the bear doesn’t leave:

- A bear standing up is just trying to identify what you are by getting a better look and smell
- Wave your arms slowly overhead and talk calmly. If the bear huffs, pops it jaws or stomps a paw, it wants you to give it

space.

- Step off the trail to the downhill side, keep looking at the bear and slowly back away until the bear is out of sight.

If the bear approaches:

- A bear knowingly approaching a person could be a food-conditioned bear looking for a handout or, very rarely, an aggressive bear. Stand your ground. Yell or throw small rocks in the direction of the bear.
- If you're attacked, don't play dead. Fight back with anything available. People have successfully defended themselves with penknives, trekking poles, and even bare hands.

Snakes:

Rattlesnakes are most often found near rocky areas on the eastern plains and in the foothills to eight thousand feet. Rattlesnakes aren't aggressive, but they will defend themselves if surprised or cornered. There are several safety measures that can be taken to reduce the likelihood of startling a rattlesnake.

- Do not step or put your hands where you cannot see, (like under a rock) and avoid wandering around in the dark.
- Be especially careful when climbing over rocks or logs and when gathering firewood. Check out stumps or logs before sitting down, and shake out sleeping bags before use.
- Never grab "sticks" or "branches" while swimming in lakes and rivers. Rattlesnakes can swim.
- Do not handle a freshly killed snake, it can still inject venom.
- If you encounter a rattlesnake, simply back off and pick an alternate route around it

Dogs:

Some BCM participants may have an aversion to dogs, either from having negative experiences or for religious reasons. Be aware that encountering a dog is possible, both pets and/or sheep herding dogs.

- If the owner is present, ask before petting their dog. Alternatively, ask them to keep their dog on a leash as you pass one another.
- Watch for livestock protection dogs near sheep (usually large white or tan dogs), remain calm if a livestock protection dog approaches
- Tell the dog to "go back to the sheep"
- Keep your distance from the sheep, choose the least disruptive route around the sheep
- If the sheep are trailing, wait for them to pass
- DO NOT.... chase or harass the sheep or dogs, try to outrun the dogs, throw things at the dogs, make quick movements, feed the dogs, take a dog with you, attempt to befriend or pet the dog.

Sources: *Colorado Division of Wildlife, California Department of Fish and Game, and Minnesota Department of Natural Resources*

Canoe Safety and Rescue (canoe only)

On Land

1. 3 Ws of the paddling environment:
 - **Wind** – creates waves (longer travel = bigger waves) and turns boat
 - **Weather** – lightning biggest concern
 - **Waves** – can push boat, can go over gunnels if large enough
2. Ask for non-swimmers. Discuss anxiety and PFD's job. Counsel staying calm.
3. 3 Bs – Canoe Concepts:
 - **Blade** – square or perpendicular to direction of movement
 - **Body** – use large muscles, twist torso
 - **Boat** – quiet, no up/down, no snaking/over-turnings
4. (Optional) demonstrate and have participants try portaging a canoe.
5. Discuss hazards – strainers, dams, other boats
 - If tip, stay with boat or swim to another boat if you can't stay with your boat. Don't panic. Don't stay under boat.
6. PFD fit – straps are moderately tight – jacket should not pull up when pulled from the shoulder straps. Ensure everyone knows PFDs are required to be worn and strapped at all times while on the water.
7. Paddle –
 - How to hold, shoulder width apart, one hand wrapped across top.
 - Choose length based on torso length and comfort (use kneeling test w/ upside down paddle, arm should be straight, not leaning down or up).
8. Strokes – teach the following for a basic lesson:
 - Forward – stack hands, twist torso, short stroke, slip recovery
 - Backward – reverse of forward
 - Sweep – hand by belly button, 90 degree sweep, start all the way forward, horizontal shaft (consider cross bow draw, too).
 - Draw – short stroke, face work, recovery
 - J for stern paddle – forward followed by a push away or pry
9. Water signals – Demonstrate/practice:
 - Are you ok? (tap head)
 - Tip/flip (flip hand over)
 - Gear in water (hands over head, bringing together and spreading apart)
 - Go left/right (point positive with hand or paddle)
 - Stop (paddle up or circle hand “eddy out”)
 - Barge up (fist raised)
 - Help (three whistles or waving paddle)
10. (optional) Parts of the canoe – use index cards and have people guess where each part is.

On the Water

Adult roles: Each team should have a canoe assigned as a lead and another as sweep.

Lead Boat

- All canoes should stay *behind* the lead boat;
- Is responsible for maintaining a safe and reasonable pace;
- Should slow down or stop and wait for others to catch up if the group gets too spread out;

Sweep Boat

- Should ensure ALL boats are ahead of them
- Should alert the program leader if there is a problem

Other Adults –

- Should pare up with youths in the canoes and provide guidance and encouragement.

On the Water Practice

1. Carry canoe to water – two people (one on each side) or one-person “portage” carry.
2. Canoe care – set canoe in water, no dragging across rocks. Load canoe while floating.
3. Canoe entry –
 - a) Which is bow end?
 - b) Canoe parallel to shore
 - c) Get feet wet, don’t step from shore
 - d) One stabilizes canoe while the other enters.
 - e) Stay low
 - f) Three points of contact
4. Start with turning left and right in circles.
5. Then practice traveling. Pick safe area to start out (wind protected if needed, not too far from shore)
6. Practice t-rescue. Priority – people then canoes then gear. Try to hold onto paddle. Steps to perform in order:
 - a) Are you ok?
 - b) Tell those in water (aka swimmers) to hold onto their boat (no one should float free).
 - c) Maneuver rescue boat to “t” overturned boat into its side.
 - d) Rescuers go to knees, bow paddler turns around.
 - e) One swimmer goes to one end of rescue boat and helps stabilize.
 - f) Second swimmer goes to the far end of the overturned boat and pushes down.
 - g) Rescuer grabs under close end of overturned boat while partner and 2nd swimmer stabilize rescue boat. You may need to twist boat to break suction.
 - h) Once overturned boat is on the gunwale of the rescue boat, 2nd swimmer moves to the other end of the rescue boat before the boat is moved into the “+” configuration.
 - i) Move boats into “+” position and let water drain from overturned

- boat (might need to lift over portage pads).
- j) Rotate overturned boat into “up” position and slide back into the water.
 - k) Move boats into parallel, adjacent positions.
 - l) Have one swimmer re-enter at a time (either crab (between the ends) or side entry). If side entry, tip the gunwale closest to the swimmer down to help them enter. Both rescuers should stabilize the canoes with both hands while the swimmers reenter.

ACA Quickstart Your Canoe

Throw Rope Use (canoe only)

Goal

- To learn the use the throw rope for safety and rescue.

Students will be able to

- Know when to use a throw rope.
- Know how to throw the rope.
- Learn how to be in the receiving end of the throw rope.
- Learn how to pack a throw rope bag.

Pre-Planning Tasks

- Have two throw ropes handy – you can practice this lesson from on the water in canoes or on land. The ropes might be used in either situation.

Lesson Openings and Timing

- This lesson should be taught on day 2 of the expedition or early on day 3. It might be good to do this lesson after you have completed the t-rescue practice. Start by asking the group to brainstorm options when someone is in the water and needs help.

Lesson Body

When to use a throw rope

- Go over the options for rescue with the group. Ask the group to prioritize the four options below and state why they think one option is better than another. The two main disadvantages of throw ropes are that you can miss with them and the rope can get tangled and possibly entrap someone. The options, in priority order, for rescuing a swimmer in the water.
 - Self-rescue – swimmer swims to a boat (even capsized since they float) or shore.
 - Paddle over to swimmer and offer a paddle end or side of boat to hang onto.
 - Use a throw rope. This is helpful if a current or wind might cause the person to drift away.
 - Jump in. You almost never want to jump in to rescue. The only reason for this is to rescue an unconscious person.

- How to use a throw rope. Have someone stand or swim 15-20 feet away – this is the person being rescued. Someone should then try the following procedure.
 - Pull 4-6 feet of rope from the bag.
 - Hold the end of the rope securely while you prepare to throw the bag with most of the rope still in it.
 - Brace yourself if the person is in moving water since you can get jerked. Throw from shore if possible so your brace is most secure.
 - Once thrown you can wrap the rope around your back as in a belay. Do not wrap rope around hand – be prepared to release it if needed for safety.
 - Shout “rope” or use whistle to get swimmer’s attention.
 - Throw the rope underhand and low (do not arch it up high in the air) just ahead of the swimmer. It is ok to overshoot with the bag since the swimmer will be grabbing the line.

Note: Be prepared to cut the rope with a knife if someone becomes entrapped.

The swimmer procedure

- The swimmer should grab the line, not the bag.
- Demonstrate what happens if the swimmer grabs the bag (the rope just keeps coming out).
- If the swimmer will be pulled, have him place the rope over his shoulder looking away from the rescuer. This avoids water in the face.

How to replace the rope

- The rope should be pushed back into the bag from the end that is attached inside the bag first (last out, first in). Stuff a little bit at a time. Do not wrap or coil the rope and then stuff the whole coil into the bag. It may not come out properly when thrown next.
- Point out that if you miss, you will need to haul in the rope and bag and repack very quickly and try again!

Lesson Closing

- Ask for questions.
- Let everyone know that the lead and sweep boats should each have one rope – the paddlers in those boats should ensure they have a throw rope each morning.
- Review the key concepts (priority for rescue, throwing procedure, swimmer procedure, replacing rope).
- Have the group practice in camp one day when people go out swimming – maybe make a game of it.

Portage Pack Loading (canoe only)

As you pack for this canoe expedition, think light. You will be paddling/portaging most days and we want this to be a safe, successful challenge. This is great opportunity to experience and learn the “go light” trend. It is fun and rewarding. By living simply, you realize only essentials are needed to experience wilderness, have fun, and share with friends. This expedition is about building relationships, not about stuff!

This system assumes there are breakfast, lunch, and dinner group bags, and each person has a personal food bag for all their snacks and personal food (oatmeal, pitas, etc.).

Each Day Pack (one per boat) should contain:

- Food and snacks for the day for the canoe team
- Rain gear, top and bottom
- Long underwear top
- Long underwear bottom if the weather is cool or the person gets cold easy
- Sunscreen and bug repellent
- First aid and iodine for medic's day pack

Duluth Pack #1: Youths A, B, and C

- One sleeping pad wrapped around inside perimeter of pack (the pads will be around the gear but inside the pack). This helps the pack stand upright and protects gear. The reusable liner will go inside the sleeping pad.
- For each youth, one compression stuff sack with:
 - Sleeping bag
 - Clothes (except what is in day pack)
- Individual food snack bag for each youth w/ personal items (meds, toiletries, etc.)

Duluth Pack #2: Youths D and E

- Two sleeping pads (placed as described above)
- Pack as above for each youth (compression sack and personal food bag)
- Breakfast group stuff sack
- Tent

Duluth Pack #3: Adults 1 and 2

- 1 sleeping pad (as above)
- For each person, one compression stuff sack with:
 - Sleeping bag
 - Clothes (except what is in day pack)
- Individual food snack bag for each person w/ personal items (meds, toiletries, etc.)
- Lunch group stuff sack
- Tent

Duluth Pack #4: Adults 3 and 4

- 1-2 sleeping pads (whatever is left)
- Pack as above for each adult (compression sack, personal food)
- Dinner stuff sack
- Tent

Duluth Pack #5: Common Gear

- Sat phone
- All the rest of the group gear (kitchen equipment, bear line, hypo kit, tents, etc.)

Load two Duluth packs into boat 2 and three people into the lead boat.

Portaging - Buddy Loading System (canoe only)

- Each person carries their own water bottle by clipping it to their PFD and everyone wears their PFD through the portage. This significantly reduces water weight in the packs and loose items left all over the portage approach.
- Two people are portage buddies: One person has a canoe and one has a backpack and two paddles. They help each other to communicate what is on the trail and when a break is needed.
- Loading with your portage buddy: You will need additional people to help get the 2-person buddy team ready. Someone helps get a pack on one buddy while another person helps get the canoe on the other buddy. It is timed so that both buddies are ready to go at the same time, avoiding a person standing around waiting with a heavy load or taking off without their buddy.
- Since we usually have 9 people there will be three people left last with the last canoe and packs. The very last person can help both of the last two buddies get loaded up. The very last person should be someone large and strong enough to put on their own pack, take any left behind loose items, and do a sweep of the area before crossing the portage.

Beaufort Wind Force Scale (canoe only)

Beaufort number	Description	Wind Speed	Wave Height	Sea conditions	Land conditions
		mph	ft		
0	Calm	< 1	0	Flat.	Calm. Smoke rises vertically.
1	Light air	1 – 3	0 – 1	Ripples without crests.	Wind motion visible in smoke.
2	Light breeze	4 – 7	1 – 2	Small wavelets. Crests of glassy appearance, not breaking	Wind felt on exposed skin. Leaves rustle.
3	Gentle breeze	8 – 12	2 – 3.5	Large wavelets. Crests begin to break; scattered whitecaps	Leaves and smaller twigs in constant motion.
4	Moderate breeze	13 – 17	3.5 – 6	Small waves with breaking crests. Fairly frequent white horses.	Dust and loose paper raised. Small branches begin to move.
5	Fresh breeze	18 – 24	6 – 9	Moderate waves of some length. Many white horses. Small amounts of spray.	Branches of a moderate size move. Small trees begin to sway.
6	Strong breeze	25 – 30	9 – 13	Long waves begin to form. White foam crests are very frequent. Some airborne spray is present.	Large branches in motion. Whistling heard in overhead wires. Umbrella use becomes difficult. Empty plastic garbage cans tip over.
7	High wind, Moderate gale, Near gale	31 – 38	13 – 19	Sea heaps up. Some foam from breaking waves is blown into streaks along wind direction. Moderate amounts of airborne spray.	Whole trees in motion. Effort needed to walk against the wind. Swaying of skyscrapers may be felt, especially by people on upper floors.
8	Gale, Fresh gale	39 – 46	17.2 – 20.7	Moderately high waves with breaking crests forming spindrift. Well-marked streaks of foam are blown along wind direction. Considerable airborne spray.	Some twigs broken from trees. Cars veer on road. Progress on foot is seriously impeded.
9	Strong gale	47 – 54	23 – 32	High waves whose crests sometimes roll over. Dense foam is blown along wind direction. Large amounts of airborne spray may begin to reduce visibility.	Some branches break off trees, and some small trees blow over. Construction/temporary signs and barricades blow over. Damage to circus tents and canopies.
10	Storm, Whole gale	55 – 63	29 – 41	Very high waves with overhanging crests. Large patches of foam from wave crests give the sea a white appearance. Considerable tumbling of waves with heavy impact. Large amounts of airborne spray reduce visibility.	Trees are broken off or uprooted, saplings bent and deformed. Poorly attached asphalt shingles and shingles in poor condition peel off roofs.
11	Violent storm	64 – 72	37 – 52	Exceptionally high waves. Very large patches of foam, driven before the wind, cover much of the sea surface. Very large amounts of airborne spray severely reduce visibility.	Widespread damage to vegetation. Many roofing surfaces are damaged; asphalt tiles that have curled up and/or fractured due to age may break away completely.
12	Hurricane	≥ 73	≥ 46	Huge waves. Sea is completely white with foam and spray. Air is filled with driving spray, greatly reducing visibility.	Very widespread damage to vegetation. Some windows may break; mobile homes and poorly constructed sheds and barns are damaged. Debris may be hurled about.



Section H: Resources

Many more resources can be found pre-expedition on our website.
<http://www.bigcitymountaineers.org/volunteer/volunteer-resource-page>

Topics

- Quotes
- Lesson Plan Outline
- Youth and Adult Roles Chart
- Ideas for Conversation Starters
- Thought Provoking Questions
- Mentoring Tips
- Conflict Management
- Notes
- Important Phone Numbers

Quotes

Call to Adventure and Into the Unknown

The only way of finding the limits of the possible is by going beyond them into the impossible.

Arthur C. Clarke

Whatever you think you can do or believe you can do, begin it. Action has magic, grace, and power in it.

Goethe

Come to the edge, he said.

We are afraid, they said.

Come to the edge, he said.

They came.

He pushed them.

And they flew.

Guillaume Apollinaire

I would be forced shivering into a new, unfamiliar world, where I had to forge new friends and a home for myself, and although such experiences are painful and awkward at first, I know that they are the best things to make one grow – always biting off just a bit more than you chewed before and finding to your amazement that you can, when it comes right down to it.

Sylvia Plath

The thing to remember when traveling is that the trail is the thing, not the end of the trail. Travel too fast and you will miss all you are traveling for.

Louis L'Amour

The longest journey begins with a single step...not a turn of the ignition key.

Edward Abbey

What lies behind us and what lies before us are tiny matters compared to what lies within us.

Ralph Waldo Emerson

The only way that we can live is if we grow. The only way that we can grow is if we change. The only way that we can change is if we learn. The only way we can learn is if we are exposed. And the only way that we can become exposed is if we throw ourselves out into the open. Do it. Throw yourself.

C. JoyBell C.

Perseverance and Enduring Challenge

He who cannot endure the bad will not see the good.

Yiddish Proverb

The trick is what one emphasizes. We either make ourselves miserable or we make ourselves strong. The amount of work is the same.

Carlo Castaneda

Tell your heart that the fear of suffering is worse than the suffering itself. And that no heart has ever suffered when it goes in search of its dreams, because every second of the search is a second's encounter with eternity.

Paul Coelho

In our own lives, the dragons we meet are not so much breathing fire on us as breathing fire in us. Our dragons might be an illness or a loss or a great fear. Or perhaps we have to conquer self-doubt. Slaying the dragon can be an important metaphor for our inner quest for peace, truth, love, and wisdom.

Melissa Osborne

Don't ever let anyone tell you that you cannot do something. All my life I heard that I couldn't do something. My mom was working 2 jobs and going to college. I was an African American kid in an all white school. They tried to say that I couldn't....but I did. I wanted to be a Navy SEAL. They said I couldn't because I was too big and couldn't hardly swim....but I did. They said I couldn't go to Ranger School because my schedule as a SEAL wouldn't allow it....but I did. They said that I couldn't run 100 miles because I had never ran a marathon...but I did. They said I could never complete the Ultraman because I had never done a triathlon...but I did. Now they say I can't do The Race Across America bike race because it's too soon. It's not safe....but....

Life is not always going to be this carefree happy place that we would like it to be. What life throws at you is a lot of negativity. It's what you do with that negativity that makes you a stronger human being. When you hear the words, no, you can't, impossible, never...what do you think to yourself? Do you cower inside and run from the challenge. Or do you face it...head on...asking for more?

Failure is an option. It's what you do with the failure that makes you who you are. Our failures mold us. I have failed at several things in my life. What sets some of us apart is that when we fail, we can't sleep at night. It haunts us until we have our time at redemption.

David Goggins

You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing which you think you cannot do.

Eleanor Roosevelt

I've missed more than 9,000 shots in my career. I've lost more than 300 games. Twenty-six times I've been trusted to take the game-winning shot - and missed. I've failed over and over and over again in my life...and that is why I succeed.

Michael Jordan

We must not allow other people's limited perceptions to define us.

Virginia Star

It is better to light a candle than to curse the darkness.

Eleanor Roosevelt

Hate is too great a burden to bear. It injures the hater more than it injures the hated.

Coretta Scott King

Whatever we believe about ourselves and our ability comes true for us.

Susan L. Taylor

When I dare to be powerful – to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.

Audre Lorde

Realizing Success

Hold on to what is good even if it is a handful of earth. Hold on to what you believe even if it is a tree which stands by itself. Hold on to what you must do even if it is a long way from here. Hold on to life even when it is easier letting go. Hold on to my hand even when I have gone away from you.

Pueblo Verse

We do not believe in ourselves until someone reveals that deep inside us something is valuable, worth listening to, worthy of our trust, sacred to our touch. Once we believe in ourselves we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit.

E. E. Cummings

The man who makes a success of an important venture never wails for the crowd. He strikes out for himself. It takes nerve, it takes a great lot of grit; but the man that succeeds has both. Anyone can fail. The public admires the man who has enough confidence in himself to take a chance. These chances are the main things after all. The man who tries to succeed must expect to be criticized. Nothing important was ever done but the greater number consulted previously doubted the possibility. Success is the accomplishment of that which most people think can't be done.

C. V. White

Yesterday I dared to struggle. Today I dare to win.

Bernadette Delvin

You are what you have been, and you will be what you are acting out now.

Buddha

When you get into a tight place and everything goes against you, till it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn.

Harriet Beecher Stowe

When you are in doubt, be still, and wait; when doubt no longer exists for you, then go forward with courage. So long as mists envelop you, be still; be still until the sunlight pours through and dispels the mists -- as it surely will. Then act with courage.

Ponca Chief White Eagle

What you really know is possible in your heart is possible. We make it possible by our will. What we imagine in our minds becomes our world.

Masaru Emoto

Transference and Returning Home

We go to sanctuaries to remember the things we hold most dear, the things we cherish and love. And then - our greatest challenge - we return home seeking to enact this wisdom as best we can in our daily lives.

William Cronan

The place to improve the world is first in one's own heart and hands, and then work outward from there.

Robert M. Prisig

Returning home is the most difficult part of long-distance hiking. You have grown outside the puzzle and your piece no longer fits.

Cindy Ross

Self-reliance and self-respect are about as valuable commodities as we can carry in our pack through life.

Luther Burbank

Our growth depends not on how many experiences we devour, but on how many we digest.

Ralph W. Sockman

Our lives begin to end that day we become silent about things that matter.

Martin Luther King, Jr.

And when you have reached the mountaintop, then shall you begin to climb.

Kahlil Gibran

You cannot stay on the summit forever; you have to come down again. So why bother in the first place? Just this: What is above knows what is below, but what is below does not know what is above. One climbs, one sees. One descends, one sees no longer, but one has seen. There is an art of conducting oneself in the lower regions by the memory of what one saw higher up. When one can no longer see, one can at least still know.

René Daumal

And did you get what
you wanted from this life, even so?
I did.

And what did you want?
To call myself beloved, to feel myself
beloved on the earth.

Raymond Carver

Wilderness

These beautiful days must enrich all my life. They do not exist as mere pictures – maps hung upon the walls of memory...but they saturate themselves into every part of my body and live always.

John Muir

Wildness is the state of complete awareness. That's why we need it.

Gary Snyder

Thousands of tired, nerve shaken, over-civilized people are beginning to find out that going to the mountains is going home. That wildness is a necessity; that (mountain) parks are reservations useful not only as foundations of timber and irrigating rivers, but as foundations of life.

John Muir

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.

Henry David Thoreau

All my life, people have asked the question, directly or indirectly, "Why the hell do you climb mountains?" I can't explain this to other people. I love the physical exertion. I love the wind, I love the storms: I love the fresh air. I love the companionship in the outdoors. I love the reality. I love the change. I love the oneness with nature: I'm hungry; I enjoy clear water. I enjoy being warm at night when it's cold outside. All those simple things are extremely enjoyable because, gosh, you're feeling them, you're living them, your senses are really feeling, I can't explain it."

Paul Petzoldt

The love of wilderness is more than a hunger for what is always beyond reach; it is also an expression of loyalty to the earth, the earth which bore us and sustains us, the only paradise we shall ever know, the only paradise we ever need, if only we had the eyes to see.

Edward Abbey

Wilderness is a benchmark, a touchstone. In wilderness we can see where we have come from, where we are going, how far we've gone. In wilderness is the only unsullied earth sample of the forces generally at work in the universe.

Kenneth Bower

I only went out for a walk, and finally concluded to stay out until sundown; for going out, I found, was really going in.

John Muir

Sunshine is delicious, rain is refreshing, wind braces us up, snow is exhilarating; there's really no such thing as bad weather, only different kinds of good weather.

John Ruskin

Paddling

There is a magic in the feel of a paddle and the movement of a canoe, a magic compounded by distance, adventure, solitude and peace. The way of a canoe is the way of the wilderness and of a freedom almost forgotten. It is an antidote to insecurity, the open door to waterways of ages past and a way of life with profound and abiding satisfactions.

Sigurd Olson

Life is like a large river with the same beginning and end for all of us; it's what we do in the middle of this river that affects us and those around us. Do we swim against the current – opposing those around us and affecting the flow of life, or do we go with the flow, swimming with the current and having a peaceful time? The choice is yours. We all take different roles in this river – some of us are big fish making big decisions while others are tadpoles faced with the enormity of the world around us, and get swept away. This river is also a question, a puzzle – the question of Life. The question is too big for one fish to handle; you need help with it and you get help from friends. You can't go through life without them. Friends are what count in life.

John Hopwood

Long have you timidly waded holding a plank by the shore, now I will you to be a bold swimmer, to jump off into the midst of the sea, rise again, nod to me, shout! and laughingly dash with your hair.

Walt Whitman

Youth and Adult Roles Chart

	Navigator	Cook	Water Master	Sweep	Educator
Backcountry Day	Teen/Adult	Teen/Adult	Teen/Adult	Teen/Adult	Teen/Adult
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

Ideas for Conversation Starters

Five Pennies

Give everyone five pennies (rocks, sticks). Going around the circle, everyone has the opportunity to tell about something that they have done that they don't think anyone else in the group would have done. After each story, everyone who has not done whatever it was must forfeit a penny. The theory is that the most daring people will have the most pennies when the game is through and there will be plenty to talk about later.

Two Truths and a Lie

Each person takes a turn to tell two statements that are true about him or her and one statement that is a lie. The others in the group must guess which statement is a lie.

Can't Won't

Have your group discuss the difference between 'can't' and 'won't.' Talk about things they 'can't' do (I can't eat chicken; I can't climb the mountain, etc.) Replace 'can't' with 'won't' and discuss again. What are you capable of? What do you choose not to do?

Props

While in the group circle for the evening's RR, go around the group and have each person give "props" to another in the group. (Example: "I want to give John props for helping me put on my pack this morning.") Adults should pay attention to making sure that each teen receives props. This can be an activity to continue throughout the expedition, getting the teens in the habit of looking for reasons to thank others.

Roses and Thorns

Everybody shares something positive (a rose) which he or she have observed on the expedition to date, as well as something negative (a thorn) that they hope changes during the remainder of the expedition. These can be personal reflections or comments about others.

Favorite Hero/Mentor

Have each teen go around and talk about their favorite hero or mentor. What does he/she mean to them and how are they inspired?

M & M Activity

Hand out 3 - 5 M & M's to each person. Tell them they cannot eat anything yet. Then, have them share one thing for each based on the color picked. If they pick green, then need to share an embarrassing story. Yellow needs to share a proud moment. Orange - someone who has mentored you, red - a story about someone you care for, blue - a sad story, and brown - fear about the expedition.

Thought Provoking Questions

Ask each expedition participant to pick a number between 1 and 79, and ask them the corresponding question to that number. Others can ask follow-up questions to clarify that person's answer or offer different answers after the first person has fully responded. This activity is also a great trail game.

1. Do you think that the world will be a better or worse place 100 years from now?
2. If you could wake up tomorrow having gained any one ability or quality, what would it be?
3. Are there people you envy enough to want to trade lives with them? Who are they?
4. Would you be willing to murder an innocent person if it would end hunger in the world?
5. What is your most treasured memory?
6. If you knew there would be a nuclear war in one week, what would you do?
7. Do your close friends tend to be older or younger than you are?
8. Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save one item. What would it be?
9. When were you last in a fight? What caused it?
10. Do you have any specific long-term goals? What is one and how do you plan on reaching it?
11. While parking late at night, you slightly scrape the side of a Porsche. You are certain no one else is aware of what happened. The damage is minor and would not be covered by insurance. Would you leave a note?
12. How do you react when people sing "Happy Birthday" to you in a restaurant?
13. If you walked out of your house one morning and saw a bird with a broken wing and huddled in some nearby bushes, what would you do?
14. When did you last yell at someone? Why? Did you regret it?
15. Would you enjoy spending a month of solitude in a natural setting? Food and shelter would be provided but you would not see another person.
16. If you knew in one year you would die suddenly, would you change anything about the way you are living now?
17. Is it easy for you to accept help when you need it? Will you ask for help?
18. Would you like to be famous? In what way?

19. If you were having difficulty on an important test and could safely cheat by looking at someone else's paper, would you do so?
20. Would you be willing to reduce your life expectancy by five years to become extremely attractive?
21. If your friends and acquaintances were willing to bluntly and honestly tell you what they really thought of you, would you want them to?
22. Were you able to wake up tomorrow in the body of someone else, would you do so? Whom would you pick?
23. Would you like to know the precise date of your death?
24. What, if anything, is too serious to be joked about?
25. Do you judge others by higher or lower standards than you use to judge yourself?
26. How many times during the day do you look at yourself in the mirror?
27. Would you prefer to be blind or deaf?
28. What do you like best about your life? Least?
29. When you are given a compliment, do you usually acknowledge it or suggest that you really deserve it?
30. Can you be counted on to do what you say you will do? What does it take for you to trust someone?
31. What has been your biggest disappointment in life? Your biggest failure?
32. What school project have you completed that you are most proud of?
33. Are you good at keeping secrets?
34. In conversations, do you tend to listen or talk more?
35. Which is more important: actual experiences, or the memories that remain when the experiences are over?
36. How forgiving are you when your friends let you down?
37. How would you like to be remembered after you die? What would you like said at your funeral? Whom would you like to speak?
38. Can you envision how you are likely to look back upon the things you are doing today? If so, how much do you try to live as you think you will one day wish you had lived?
39. Talk about one of your bad habits.
40. What would you do if you saw someone shoplifting?
41. If you chose a new name for yourself, what would it be?
42. Share three things you think you need to be happy.
43. If you saw someone who looks exactly like you walking down the street, what would your impression be?
44. How important is it for you to be popular?
45. How do clothes affect your moods and attitudes?
46. How do you best express yourself?
47. From whom might you take advice?

48. Are you more of a leader or a follower? Explain.
49. Share a time when peer pressure influenced you. Was the outcome positive or negative?
50. What do you daydream about?
51. What kind of leader are you most apt to follow?
52. Complete the statement: "My favorite kind of party is..."
53. Share your thoughts about attending college.
54. How do you react when someone disagrees with you?
55. If you have any pet in the world, what would it be? Why?
56. Describe your favorite meal.
57. What is your favorite movie? Why did you like it?
58. How do you feel about school?
59. Talk about your favorite music group and why you like them.
60. Do you tend to judge people by their appearance? Explain.
61. Talk about how important money is to you.
62. Complete the statement: "A birthday present I will always remember is..."
63. If you could change your appearance, how would you change it?
64. What was your favorite book when you were young? What did you like about it?
65. What makes you feel safe and secure?
66. Name two things that help people have a close relationship.
67. If you were the parent, how would you feel about having yourself for a child?
68. What sort of things embarrasses you?
69. What depresses you most?
70. How does trust get broken? Can trust be repaired?
71. If you could go to the Olympic Games on any team, what sport would you choose?
72. Do you feel your parents understand you?
73. What would you do if your best friend began using dangerous drugs?
74. Complete the statement: "When people tease me, I...."
75. What was the nicest compliment you ever received from an adult?
76. Do you tend to be critical of yourself? Explain.
77. Give three reasons why someone should have you for a friend.
78. Complete the statement: "People can show their love to me by...."
79. Complete the statement: "My feelings are hurt when..."

More Questions for discussion:

How do we build friendships with other people?

Are we more drawn to people that are like us or different from us?

Even though other people in this group may not think, talk, dress, look or act like me, can I still accept them as a friend and respect their thoughts and feelings?

How well did we work together as a team today? Was it hard at times to take direction from the adult team leaders?

Have you felt frustrated or angry while on this expedition? How did you deal with it?

Name some ways you can deal with anger in a non-violent way that works for each of you.

Think back to your everyday home life. How do the adults around you react to your feelings and actions of frustration? How would you like them to react to you when you become angry and frustrated?

How have the adults on this expedition reacted to you when you expressed anger or frustration?

Think of all the personalities that make up this group. What personality trait have you brought to the group that you are most proud of? How has this trait added to the uniqueness of this group?

Have each of the adult team members talk about what they do and who (if anyone) inspired them in their professional career.

After the adults tell the teens about what they do, have each of the teens talk about what they want to do after high school.

Name some negative influences in your life. How are you going to avoid these in order to make your goals a reality?

Who in your life sets a good example and is a positive influence?

Mentoring Tips

We've specifically asked youth agency leaders and instructors to only share incredibly pertinent mental and physical health information with mentors. This allows students to have a "blank slate" as they set off on the trail with you. It's your responsibility to build a relationship with these students that allows them to be their best possible selves while on expedition. Our students are incredible: this week is your chance to get to know them.

Things to keep in mind when mentoring youth on a BCM expedition:

1. Set clear expectations and boundaries. If your bar is set high, youth will tend to reach for it.
2. At the same time, be realistic about your expectations.
3. You'll get the farthest by supporting a culture of teamwork and mutual respect.
4. Treat everyone on your team the way you'd like to be treated, youth and adults alike.
5. Be careful to avoid "us" (adults) vs. "them" (students). While some separation is natural, be sure that throughout the expedition adults are participating in team building, group activities, and camp chores.
6. Choose empathy - a first backpacking or canoeing trip is HARD, and may be scary. Stress manifests in many ways, so be understanding.
7. Listen more than you talk.
8. Model the behavior you expect.
9. Kids can smell B.S. a mile away. Be honest.
10. A compliment goes a long way. Look for opportunities to use positive reinforcement.

Conflict Management

Conflict management is a skill that comes from practice and can hardly be reduced to "six easy steps." However, here are a handful of tools to get you started. The best rule of thumb when managing conflict with youth is to treat them with respect.

1. Assume Control

- Give simple direction
 - "Where are you supposed to be? Will you please go there?"
 - "What are you supposed to be doing right now? Will you please go do it?"
- Stand next to the student that's causing disruption or instigating a conflict. Sometimes your presence is enough.

- If you sound like you're in control, youth will think you're in control.
- Model the behavior that you are asking the youth to emulate.
- Compose yourself before dealing with a behavior problem.
- Take a minute; being sarcastic, yelling, etc. demonstrates a lack of composure to the student.
- The more out of control the youth gets, the more in control you should get.

2. Strategic Recognition and Affection

- "Police" students for good. If the only time you pull a kid aside is to reprimand them, they're going to have a negative association with those kinds of conversations.
 - Offer plenty of private praise.
 - "Call out" youth for positive behavior in front of the group.

3. Focus on the behavior, not the youth

- Be aware that behavior is an extension of a youth's emotional state. What is the core issue?
- Be specific.
- Focus on behavior you want to see changed now.
 - "Whether you're angry or not, please don't call me names."
- Focus on behavior happening right now.
 - "We can continue talking once you stop yelling." Instead of, "Don't be angry."

4. Remove distractions

- Audiences stimulate youth with behavior problems.
- Don't argue or make sense of situation with audience present.
- If a situation is escalating take the youth aside.

5. Be honest

- Let the student know what you're experiencing.
 - "It's very difficult for me to help you when you're acting out like this."
 - "You know, I'm having a rough day myself, can we work together: will you pay attention to what I'm asking of you and I'll try to be less frustrated?"
- Put the ball back in the youth's court, and makes it the youth's responsibility to solve the problem.
 - "The way we're talking to one another doesn't seem to be working. Do you have another idea?"

6. Accept bad moods and bad days

- Always be willing to start the day over, even if it's much later in the day.
 - "You seem to be in a bad mood right now, why don't you take 10 minutes and let's start over."

Notes:

Important Phone Numbers

Headquarters:

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Staff	Position	Office	Cell	E-mail
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Matthew Hart	Staffing Manager	303.271.9200 x306	303.562.6906	matt@bigcitymountaineers.org
Andrew Benda	Midwest Program Manager	303.271.9200 x313	906.281.1142	andrew@bigcitymountaineers.org
Claire Nelson	West Coast Program Manager	303.271.9200 x. 312	626.390.1258	clairenelson@bigcitymountaineers.org
Bix Firer	Colorado Program Manager	303.271.9200 x308	414.748.1800	bix@bigcitymountaineers.org

National Emergency Dispatch List			
Region	Trail Name/Forest/Park Service	Contact	Dispatch Number
California	Yosemite National Park	Yosemite Emergency Communications Center	209.379.1992
California	Sierra Trails	Madera County Sheriff	559.675.7770
Colorado	Flat Tops	Rio Blanco County Sherriff	970.878.9600
Colorado	Oh-Be-Joyful Josephine Lakes	Pitkin County Sheriff	970.920.5310
Colorado	Medicine Bow, WY	Albany County Sheriff	307.721-2526
Midwest	Snowbank Lake	Lake County Sheriff	218-834-8385
Pacific Northwest	All Olympic NP Trails	Olympic National Park Mason Country Sheriff	360.565.3000 ext 0 360.275.4467 ext. 226
Pacific Northwest	Wallowas	Wallowa County Sheriff	541.426.3131
Pacific Northwest	Mt. Baker	Puget Sound Dispatch	425.783.6155