

# **Let's Get Dangerous:** *Risk Management*

**Random thoughts, examples & ideas**

## Safety Conversation - Page 4

Safety is the most fundamental law of love and respect. Our capacity to care for children is a measure of our maturity. Violation of any safety policy is grounds for immediate dismissal at the discretion of managing staff. At Trackers we follow this critical safety tenet:

**Nothing escapes our attention. Nothing is left to chance.**

Safety is not just a set of rules: it is a conversation. We encounter too many new opportunities for risk in our daily adventures. You have to be nimble, always seeking to eliminate risk and increase the opportunity for the success of your students and your team.

Our safety procedures are framed around check-ins and assessments. It is the responsibility of your Coordinator or manager to audit you and your team, but you, too, must be your own critic and judge. Be the person who constantly asks: "Am I thoughtful? Am I keeping my students and all of Trackers safe?"

**How We Reduce Risks: DO NOT start a camp activity until all these requirements are fulfilled.**

- ✘ **Have the most qualified, safety conscious staff:** Our staff protects the Village. Anyone who does not practice safe behavior is subject to review or dismissal.
- ✘ **All staff attend safety trainings and meetings:** Continue your education and learn best practices. Stay fresh and up to date.
- ✘ **Scout sites:** Develop evacuation directions with contacts for emergency services. Assess all site-based hazards and discuss how to mitigate them with staff and students.
- ✘ **Create Site Safety Reports:** This is a documented assessment of a site for directions, evacuation, and hazards.
- ✘ **Identify high-risk program activities and participants:** Mitigate risk by following safety procedures. Work with staff to develop procedures for new activities not addressed in this manual. *Do not* implement an activity without clear safety procedures in place.
- ✘ **Daily Safety Check-ins before Program Begins:** Before each program day begins, staff members check in for a safety meeting. Repeat this meeting with your students.
- ✘ **Never Be Alone with Minor Student:** This protects you and the student. Always be certain to have a second student or adult present.

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## Your Choices & Impact - Page 8

Always Remember who we serve. This is vital to caring for and protecting the Village. When making decisions while teaching, keep in mind *all* the following people. This will lead to healthier choices:

**Our Students:** Our students, especially children are our priority.

**Your Team (and You):** An injury to a staff member is just as concerning and damaging as an injury to a student. Care for yourself and your fellow staff as you would your students.

**Organization:** Our organizations offer livelihood to dozens of families. The smallest mistake can have serious repercussions that harm these efforts.

## Patience—We Are All Human

We often forget that we are normal humans with normal pressures, fears, and challenges. If someone is having a bad day, ask if you can lend a hand. If *you* are having a bad day, ask for help. Don't blame it on others. It is critical to *not* be directed solely by our mood. The lives and livelihood of many people are in your hands. Empathy and compassion are two of our most powerful tools.

## Truly Helpful Creativity

Be creative and voice original ideas, and yet also be appropriate. There two kinds of creative choices:

**Creatively Indulgent:** A creative act done only for the sake of creativity or to prove how awesome you are. When you don't consider the needs of the Village, your creativity may not be effective or could even be damaging.

**Creatively Relevant:** A creative act chosen with forethought and leading to benefits for the entire Village. The more creatively relevant, the greater and more positive the ripple effect in the community.

## Decision-Making Priorities

When making any decision, take the following into account *in this order*:

**1. Physical well-being of participants:** This takes precedence and should be the foundation of all safety policies and procedures.

**2. Emotional well-being of participants:** Look at participants and their different responses to activities. Ask questions, observe body language to decipher their emotional state and calibrate your response accordingly.

**3. Well-being of the Village:** Everyone in your team is important. Every choice you make can greatly impact the healthiness of your team. Patience, effective communication, and forgiveness are key.

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## Overall Program Logistics - Page 18

Each program has specific protocol and requirements to ensure safety and quality that must be met before the program begins.

### Areas, Tools & Information

#### Command Center

A Command Center is required for all programs. It could be the office. At our mobile programs it could be carried and tended to by the on-site Coordinators. The Command Center includes:

- X A fully-stocked first aid kit and, if in a vehicle, a vehicle safety kit. See appendix for list of necessities.
- X A secure place (ideally lockable) to store roster information and/or medications
- X Key operational gear (i.e. charging walkie-talkies, printers, etc.)
- X Communication tools

#### Communication Tools and Strategies

Staff must be able to stay in touch with one another. Equipment and strategies include:

- X *Charged* walkie-talkies (required)
- X Cell phones (all staff should have the numbers of all Coordinators and administrative staff, as well as emergency services)
- X Agree-upon "calls:" Any loud cry that carries through the woods
- X Safety whistles: a very loud whistle that indicates distress when blown three times

#### Rosters

Rosters include copies of student waivers *and* medical information. Procedure:

- X Copies of all rosters are kept at the Command Center or with Coordinator
- X Copies are kept with staff person currently leading students on field activities
- X All waivers are shredded at the end of program, as they contain private information

#### Site Safety Sheet

Every staff member must have a copy of the Site Safety Sheet. It includes:

- X Contacts and driving directions to all Emergency Medical Services
- X A copy of EMS protocol: know when to self-evacuate and when to call for EMS help (see appendix)
- X Current assessment of site and activity hazards
- X Radio channel(s) used and cellphone contacts of everyone working on site

## Programs

There are important tools to remember before, during, and after any programs:

#### BEFORE the program...

**Review student rosters:** Focus on medical and behavioral concerns and check in with your Coordinator if you have questions. Ask and answer how you are keeping each participant safe. Remember that the information on the rosters is confidential and may not be shared with anyone outside of staff of EMS.

**Scout sites:** Do this ahead of time to craft a site safety plan. This will typically be the role of the

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Coordinator or other administrative staff. Use these notes in the Site Safety Sheet and Safety Meetings.

**Review program schedules:** Know what you are doing and when. Coordinators will provide copies of schedules before programs, including locations. If you have questions, ask them before the first morning of the program! When you do change plans, review changes verbally with your Coordinator and make notes on your paper schedules.

**Gather and care for your equipment and materials:** Last minute scrambling to prepare is unacceptable. Make sure you have all your gear, materials, and vehicles ready to go well before your program begins. Don't assume your Coordinator will get everything you – be proactive and check in! If it is shared equipment, check with Gear Coordinator before using it.

**Vehicle pre-trip check:** a procedural check of all buses, vehicles and trailers is required. See appendix for instructions.

#### DURING the program...

**Hold daily or more frequent safety check-ins:** This includes the Safety Meetings and safety check-ins (see page ?) with your staff. Do the same with your students. When you set firm ground rules and expectations, and follow up by asking students for their contributions, they become participants in their own safety.

**Record safety incidents thoroughly:** Document as soon as possible using Incident Report protocol (see page ? and appendix). If you're not sure if something is a reportable incident, check with your Coordinator. Even if you think an incident is too minor to report, it could grow into a greater concern. Better safe than sorry!

**Record observed behaviors:** Make written notes of students. Also, remember the positive ones! Share your positive observations with kids and students often. This helps build trust and rapport. Review notes at the end-of-the-day debrief (see page ?) and in morning Safety Meetings.

Learn to tell the difference between objective behavior you can see versus subjective judgments made about a person *as a result* of their behavior.

**EXAMPLE** *Do not say, "Billy is a bad kid". Instead have specifics: "Today, as I reviewed knife safety, Billy did not put his knife away after I asked him to."*

Remember that any notes you make about participants must remain confidential.

#### AFTER the program...

**Debrief all Incident Reports:** Ask what could have been done differently. If you have any concerns or doubt, serious or minor, bring it to your Coordinator.

**Turn in revised program schedule:** Make notes to your schedule for improvements. Give this to your Coordinator.

**Clean up your gear:** Become obsessive about properly maintaining and putting away gear. Look for ways to be Truly Helpful if one of your teammates needs a hand.

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## EXAMPLE - Urban Sites - Page 53

Urban travel presents many hazards not present in our wilderness or rural sites. The greatest risks are crowds, strangers, and especially automobiles. You must especially vigilant when accounting for your students and keeping them with the group.

### Crowds and Public Areas

Crowds and public areas are critical places to maintain constant tracking and account of your youth students. When in these areas be obsessive about keeping the students in truddies (teams of 3) and contained between a Pathfinder and Sweep. The Pathfinder leads the way through the crowd or area assessing for the safest and most relevant path. The Sweep watches the whole group with their Whiskers, assuring no camper strays from the group or mixes with the crowd.

If a student is ever lost in a crowd, immediately ask everyone to stop the entire group and call the student's name while scanning the crowd. If not found immediately contact relevant authorities, including facilities managers, and proceed in a systematic search (see Missing Student Protocol).

### Crossing Roads

When crossing a street always use the designated crosswalk - take the time to walk there. If an official crosswalk is not available, assess where drivers have the longest and clearest stretch visibility and can easily slow down. Optimize to cross at intersections. Treat parking lots just as you would crossing a road. Follow these directions:

- X Wait for all your students to gather at the crossing
- X Assure that traffic in both directions has stopped
- X Before crossing, tell students to wait for you in a group off the road, up on the curb, at the other side. Be clear they do not continue on without you.
- X Wait for two cars on each side to stop whenever traffic dictates. If the second oncoming car does not stop in time they risk running into and pushing the first stopped car into the crosswalk and your students. This is not always feasible when traffic is so light that there is not necessarily a second oncoming car. Use your judgement.
- X No student steps into the road until the instructor signals them to do so.
- X Have two instructors act as crossing guards for both lanes of traffic. Watch in your Whiskers, maintaining intermittent eye contact with the drivers as well as assuring the students cross safely
- X Wait until the last student has stepped off the road onto the curb
- X Channel Gandalf. Keep your hands up in a stop signal, clearly signaling to drivers "You shall not pass", throughout the crossing until you yourself have stepped off the road and onto the curb.
- X Once everyone is safely on the curb and off the road, including you and other staff, wave the drivers on with a thankful demeanor.

Never cross a highway or any area not approved or appropriate for safe pedestrian crossing. Some of these areas are clearly marked, others require you to be vigilantly cautious and use your discretion.

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## EXAMPLE - Knives: Wood Carving and Splitting - Page 46

At Trackers our students often use woodcarving knives. We feel this is an important part of skill based learning and outdoor education. With proper monitoring and guidance you can help avoid a student ever cutting themselves. Avoid getting overly focused on one student, instead follow the golden rule for carving supervision:

### Stand and scan.

When monitoring any craft, especially knives that can cut, it is important to have the attitude and demeanor of an on duty lifeguard - constantly watching and never taking your eyes off the whole. If you have to make a more personal correction, then stop the entire group (get everyone out of the pool) and make the correction.

### Prerequisites for Participants

- X Age appropriate for dexterity.
- X Must be 6-years or older for inexperienced students.
- X Younger is possible with experience and safer implements, such as a bone knife on soft wood.
- X Ability to follow directions.
- X If a participant brings their own knife to camp, the instructor must examine it for safety and approve its use. When in doubt of the safety of a tool, ask a Coordinator

### Staff Qualification

All staff must complete a **KNIFE SAFETY INSTRUCTION CERTIFICATION** in order to teach a carving.

### Material Selection for Safety

Optimize choosing wood relatively free of knots and branches and of straight grain - though it is recognized that is not always possible to use the perfect wood. This is an important safety issue, especially for beginning carving students. When students get frustrated with knotty wood, they may be prone to break the rules and risk getting hurt. Many injuries are caused from people attempting to aggressively "carve-out" knots. Softer and greener woods can be easier for beginners and younger kids.

When collecting materials consider the safety of other people and the environment. As you harvest branches or saplings **do not** leave anything that sticks out (intentional pun) like an ugly scar. Cuts that are not flush risk impaling another person - perforating them by foot or chest. Counter Track. Be the Ranger who completely fades any sign of your harvest. Cut below the ground or flush to the main stem. Finally, always consider how your actions affect the long-term health of the area. Are you taking resources essential to wildlife? Is your impact too invasive? Always make your harvest healthy and helpful.

8 Blades: The 8 Blades are essential principles for working with cutting tools.

**Prime Directive:** Knives are only used with instructor's permission.

1. **PAY ATTENTION** Stay alert. Injuries happen when you stop Paying Attention. With each cut imagine every potential path your blade could take and adjust your position to assure complete safety. Don't look away or get distracted, keep your awareness on the cut.
2. **GUARD OUTER BLOOD CIRCLE** Imagine circles as wide as you can reach in every direction with your sheathed blade. Don't let anyone step into your Outer Blood Circle. If they do, stop and sheath your blade if necessary.
3. **USE THE FORCE** More force in a cut often leads to less control. The less control, the greater the risk of injury. Consider how much control each technique gives you. As you get better with a blade you achieve a balance—optimizing both control and force.

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4. **GUARD INNER BLOOD CIRCLE** Your body is filled with blood—don't cause a leak. Imagine any potential path of the blade, keeping your own body, hands and fingers out of the way of any cut.
5. **STAY SHARP** A dull knife is a dangerous knife, requiring more force and potentially losing control. Maintaining a sharp edge requires less effort than fixing a dull one. A Ranger keeps her blade honed and ready.
6. **HARVEST THOUGHTFULLY** Choose wood that closely resembles your finished project. Wood that is straight and free of knots requires less effort to carve. When you cut a living branch or tree, it must have Great Purpose—caretaking for both Village and Forest.
7. **PRACTICE BLADE DISCIPLINE** Accept responsibility for your blade. Keep it clean and sheath it when not in use. If you must set down a live (unsheathed) blade, treat it like it could cut at any moment—maintain both Inner and Outer Blood Circles.
8. **PROTECT THE VILLAGE** A Ranger protects, caring for the woods, plants, animals and people of his community (the Village). He does not show off his blade. Today, many see a blade as a frightening weapon instead of a useful tool. Research what type of blade you can have and leave it at home when required by culture and custom.

Students not following directions will have their knives confiscated, let them know this ahead of time Stress that knives are TOOLS and should never be brandished as a weapon to cause harm to a person. Let students know that threats or jokes will not be tolerated, and anyone involved in these behaviors will be suspended or dismissed from the program immediately.

#### Unsheathing/Sheathing

Always hold the sheath near the end, not at the top where the blade comes out. Keep your hand away from the top of the sheath where the knife exits. Use your fingertips to pinch the flat part, don't wrap your hand around the edge (or stitching) of the sheath. This anticipates any flaws where the knife could cut through.

#### Knife Maintenance

Knife kits must be stored out of reach of students or use only under closer supervision of instructors. Knives and sheaths must be regularly checked for damage. It is important to keep knives well honed. Knives that are sharp carve better and are less apt to stick, slipping to cause injury. All staff must be trained on how to sharpen knives with basic knife sharpening tools or certified to teach it by Trackers staff. Students must wash hands after sharpening tools to clean them of any small bits of metal.

#### Knives, Axes, Hatchets, Etc. for Splitting Wood

Knives can only be used by students, seasonal and part-time staff for carving or controlled splitting with a baton after they are showed proper technique by an approved staff member. We DO NOT allow students, seasonal and part-time instructional staff to bring and use any of the following in our programs. Students, seasonal and part-time instructional staff **may not use...**

- ✕ Axes, mauls, hatchets, machetes, live swords or any large chopping blade such as kukri
- ✕ Watch out for large knives (over 4" can be classified as a weapon... be smart)
- ✕ Throwing hatchets and axes are the exception to this and should only be used for target training (see the skills section).
- ✕ Exceptions can be made to this limitation only with the written (email or text) authorization of your **Regional Director**

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## EXAMPLE - Edible Plants, Poisonous Plants - Page 67

As a wilderness education school, we justly incorporate the identification or harvest of wild or homestead cultivated food into our curriculum. The most important rule is:

**Always be 100% sure and have no doubts about the food you are harvesting.**

A significant concern is that people often feel they are an expert in a subject when, in reality, they may not have the full-depth required to keep their students and even themselves safe. There exists a very real cognitive bias where people often believe they possess more capability than they actually have. This can be an issue with **many** of the skills we teach.

**Be humble. Think more about what you do not know as opposed to what you think you know.  
Do not take risks with students or staff eating wild plants.**

### Don't Trust the Student

Certain plants have poisonous lookalikes. Even lookalikes that are simply **inedible** can be problematic. If a student intended to eat *miner's lettuce* but instead picks and eats *enchanter's nightshade*, one leaf may not kill them, but we now have the problem of a student misidentifying a plant they ate. Once that story goes home to several parents, the ability of Trackers to care for their children would justifiably be called into question.

**Even after you clearly teach a plant, Pay Attention to every time your student harvests it to be certain it is the correct one.**

A good place to begin would be to ask students to show you the plant before they eat it - even if you already taught it to them. This is not always practical with certain plant harvesting activities – for example, picking salmonberries or blackberries. Because this can be specific to students, location, or activity check in with your Coordinator to see what plants you can allow to be more broadly harvested.

### Contact Plants: Poison Oak and Cow Parsnip

Certain plants are toxic with skin contact such as poison oak or giant hogwood (which looks like cow parsnip and has sap that causes a severe skin inflammations when exposed to sunlight). For every site you visit our job is to research and thoroughly **know** all the plants that are toxic by contact. Discuss boundaries and strategies with students to avoid these plants both **off trail** and **on trail**. If a student comes into contact with one of these plants **do not panic**. Instead, with a gentle and comforting demeanor, notify your Coordinator immediately for treatment.

### Safe harvest

Insuring a safe harvest begins but is not limited to the following guidelines:

- ✕ At the beginning of any program **no** student should harvest without instructor authorization. During adult and/or youth programs you may often get students who believe themselves to be (and are) wild plants enthusiasts. Enthusiast does not equal expert. Even with previous knowledge, all participants must **always** respect an instructors boundaries and only harvest when permitted.
- ✕ Be fully knowledgeable about identification and poisonous lookalikes.
- ✕ Know and research **all** the poisonous plants in your area.
- ✕ Your Coordinator or Regional Director must first authorize you to harvest a specific plant, fungus or animal. This is revocable at any time.
- ✕ Be fully aware of food allergies/sensitivities. Avoid common allergens.
- ✕ Be certain you are not harvesting from toxic or polluted soils.

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- ✕ **Do not harvest mushrooms** for edible use unless for specialized classes where the Coordinator and Instructors are authorized by the **Regional Director**. Too many risks of misidentification.
- ✕ **Do not** harvest any plant from the **wild carrot** family or lookalikes for edible use, due to risk of poisonous lookalikes
- ✕ Limit intake of plants where there is concern it will be intensive on digestion and defecation.  
**Example** Oxalis or common wood sorrel is claimed to be a risk of overeating (so you poop a-lot)

#### Laws

Wild and homestead harvesting is fully appropriate and well within the law when we are not actually charging for the food. The following helps us stick to that letter of the law:

- ✕ The wild or homestead cultivated foods should not be the core meal option. Students should be able to have a ready and clear option of store bought (or regulated) foods. The exception are programs that are specifically scheduled as a “living off the land” experience
- ✕ Only harvest where you have collection permits or permission
- ✕ Check ahead of time to insure that **all** participants have required harvesting licenses.
- ✕ All foods should be properly cooked and follow food handling safety regulations.

#### Wild Plant Safety Certification

For harvesting plants Instructors must be trained to teach *Wild Plants Safety Certification* to students. Coordinators must have updated information on the certification process.

## EXAMPLE - Program Media - Page 74

Trackers thrives on the story of our Village. We take great care as to how we create that story. To avoid confusion, Trackers is very clear that it retains ownership and discretion over all media created by employees through the hours of their employment. This includes programs, events, and anything related to our intellectual property. This means:

*Trackers retains full ownership of the creative content produced and proceeds related to your employment. This includes all curriculum, narratives, stories, characters, plot lines, song lyrics, names, likenesses, other written materials, photographs, video, media, activities, camps created by any employee. Trackers is considered the author of such works and employees retain no rights to them whatsoever. Examples include but are **not limited** to:*

- X A photograph of students at the range taken during archery camp
- X A camp title or description
- X A story written related for our Guilds, themes, universes, or other current Trackers IP
- X Artwork created for a camp or curriculum guide
- X Curriculum created for a camp
- X Writing work for activities

The reason for this encompassing policy is three-fold:

1. To protect paying students whose image we are not authorized to distribute
2. To allow for Trackers to efficiently and effectively produce materials vital to our programs and creative content while avoiding ambiguity of ownership
3. To maintain clear and proper use of Trackers intellectual property, copyrights and trademarks

### Personal Use of Trackers Media

We all like to share our experiences of our challenging, yet radical job on Facebook and other social media services. Yet we also need to respect the limitations of our image release. This is for the safety of both children and adults.

**Please Note** When a parent or adult specifically asks to not have an image used for publicity of media it is often to prevent other dangerous people from finding their family. This could be a serious safety issue. Pay close attention to DO NOT PHOTOGRAPH notes. If a participant cannot be photographed, take care not to single them out or mention it to their peers. If it is a child, we should thoughtfully limit photos of the entire group so as not to make them feel singled out.

**Before** you post any photo on a personal social media page you must following these criteria:

- X Confirm personal use of the photo with your **Regional Director**. A text is fine for confirmation, just note that you checked the waiver release (this is because if a mistake happens, we need a record of our due diligence). Only post after you receive written (text or email) approval.
- X Tag or otherwise note it is a Trackers Earth program in the image
- X If someone flagrantly ignores this policy by *consistently* posting camp photographs to their page, we will let them go and send Intellectual Property lawyers with sharp teeth after them.

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## EXAMPLE - Normal Human Camouflage - Page 98

Part of what we do involves camouflage. Yes, the image of Trackers is edgy camp. The challenge of Trackers is to not push our clients completely **over** the edge. You need to understand your camouflage and first impression you are leaving. Be your awesome strange self, while also being thoughtful about the parents, students, and even fellow staff are here to be educated (gradually) by us. At times such as these it is important to remember the words of Lady Jessica of the Bene Gesserit (Dune):

**When strangers meet, great allowance should be made for differences of custom and training.**

Learn from the Bene Gesserit and their long-term game of thoughtful and caring subversion.

### Odors

We know this is a sensitive subject for some. People don't fully grasp their senses beyond sight. They don't even know how their discomfort with a strange smell is affecting their attitude and participation. Especially children. Odor has a dramatic impact on first impressions.

**Bathe:** Trackers is fueled by tears of love sponged from the patchwork of diverse hippie dreads. That said, we all need to bathe, and often. A personal funk may be funky awesome to your fellow roommates living in the house of 30 other camp counselors, but to a kid whose parents make him take a bath everyday, that wonderful organic odor is not familiar and potentially downright uncomfortable. Think about what our kids (and parents) are used to. Tattoos may be more palatable in our Portlandia and Baylandia wonderland, but extreme body odor is going to wave a more insidious red flag. So please at bathe, at least 3-times a week or more.

**Fragrances:** Ironically this can be an even bigger issue than lack of bathing. Many people, especially kids, are sensitive to fragrances of perfume, shampoos, conditioners and other products. Fragrances can actually trigger an asthmatic reaction where they cannot breathe. This will not necessarily be on the health form. Avoid overusing fragrant products. For the safety and comfort of our participants, Trackers reserves the right to request ask folks to tone down or abstain from the offending product.

**Smell of Habits:** Remember that cigarettes and other personal habits you would not do at camp can linger on your clothing and even hair. Make sure you come to work smelling like clean livin'!

### Dress and Appearance:

We can honestly say that Trackers has more flexibility on dress and appearance than most camps. We're pretty sure we have one of the most tattooed staffs around. That's because we hire people based on their competency, not their amount of their ink (well maybe their ink if its really bad ass). Yet no matter how punk rock we are, we still have some necessary boundaries:

**Awkward Clothing:** Make sure you are not coming close to (or actually) showing sensitive parts. We also all know you're not really hippies, but hipsters, and that you all love your skinny jeans. That said, cutting said skinny jeans off into skinny short shorts is an example of Awkward Clothing. This also goes for plumbers crack. We bend over for quite a few tasks. Make sure your pants can handle it.

**Holy Clothing:** Sweat shorts are a fascinating fashion choice. We also notice they get quite a bit of holes in them. Find an Artisan, and, after asking for their lunch money, have them help you fix the holes in your clothing (not with glitter, but with a needle and thread). Sometimes holes can be in the more inappropriate locations and creep into the area of Awkward Clothing.

**Graphic Clothing:** You know, clothes that swear, show beheaded rival camps, or say "No Camp For You"

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(actually, we sell the latter in our store, so it's okay). Pay attention to what message the images and words on your clothing conveys.

**Dumb Costumes:** First off, let us say we really, really appreciate people trying. Truly. But you can't half-ass costumes. Black sweatpants and a black sweatshirt is not functional spy outfit for Secret Agent Academy. You don't look stealthy, just frumpy. Now a track suit, under the right circumstance, could work, but you really have to know what you're doing to pull it off. Also, be careful that your **codpiece or corset** (or both) does not cross the line into Awkward Clothing. When in doubt, check with your Coordinator to make sure your costume does not have a high vacuum rating (meaning it sucks - cause we've all been there).

## Running a Safety Meeting - Appendix Page 3

Safety Meetings (a.k.a. Stand-up Safety Meetings) are check-ins at the start of each program day (or whenever the SO, Coordinator or *anyone* calls for one). You want everyone in the circle speaking, *not being spoken at* (unless necessary to make a critical point or deliver essential news).

The key is to put the conversation about safety onto the people responsible for keeping participants safe. A good way to stage it is to stand everyone in a circle—keep them on their proverbial toes, ready to move. Don't go on too long. Too much drawn out conversation will cause people lose track of key issues. Instead, rally everyone in the safety mindset.

Everyone can freely speak about safety issues. It is crucial to never let any of these items slip:

- What safety concerns came up since our last meeting? How do we mitigate these issues? *Make sure everyone who has something to say speaks. And everyone is actively listening.*
- What activities and sites are we concerned about today? How do we mitigate these issues? *Make sure everyone who has something to say speaks. And everyone is actively listening.*
- Any issues with individual students to watch for? How do we mitigate these issues? *Make sure everyone who has something to say speaks. And everyone is actively listening.*
- Does everyone have First Aid packs ready? (Include Epi-Pen check for relevant carriers) *Have everyone speak up.*
- Does everyone have functional communication tools? Radios? Cellphones with phone numbers? Established call? Whistles? *Have everyone speak up.*
- Has everyone reviewed the Site Safety Sheet? *Have everyone speak up.*

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# Site Safety Sheet - Appendix Page 4

Location \_\_\_\_\_

Date \_\_\_\_\_ Program \_\_\_\_\_ Age(s) \_\_\_\_\_

Who You Gonna Call? Highest level of medical cert onsite = Safety Officer (SO)

SO \_\_\_\_\_ Phone \_\_\_\_\_

**Call these people for serious or seriously evolving issues (all sites)...**

Ashitaka (555) 555-55555

Jackie Chan (555) 555-55555

Duncan Idaho (555) 555-55555

Deadpool (555) 555-55555

**Emergency?** ALWAYS 911, Then Medical & Rescue Local numbers & contacts

Hospital \_\_\_\_\_ St \_\_\_\_\_ Ph \_\_\_\_\_

Police \_\_\_\_\_ Fire \_\_\_\_\_

Priority Medical Facility Notes: \_\_\_\_\_

**Printed Directions?** TO SITE: yes / no TO PRIORITY MED: yes / no FOR EVAC: yes / no

Parking & Departing Strategy: \_\_\_\_\_

**Evac Plan** 1) HEAD COUNT 2) Drive-out/Hike 3) Meet at \_\_\_\_\_

**Hazard & Mitigation** List your prominent hazards & how to mitigate. Share with all staff onsite.

H1 \_\_\_\_\_

H2 \_\_\_\_\_

H3 \_\_\_\_\_

H4 \_\_\_\_\_

H5 \_\_\_\_\_

H6 \_\_\_\_\_

**More notes (expand to backpage):**

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## **Evacuation & EMS Guidelines - Appendix Page 29**

*The following provides standards for evacuation and EMS services...*

### **Organizational Evacuation**

Seizure  
Food poisoning  
Snake bite  
Severe asthma attack – no LOC (loss of consciousness)  
Broken bones\* see list below of EMS Activated Breaks  
Hypo/hyperglycemic episode  
Oral injury - tooth knocked out, broken tooth  
Hypothermia

### **EMS Activation**

Chest trauma  
Uncontrolled bleeding  
\*Broken femur, pelvis, spine  
Burns on face  
Airway burns  
Circumvention (all the way around) burns  
Neck, hands, feet, armpit, or groin burns  
Anaphylaxis if EPI administered  
Angina pain not subsiding  
Appendicitis  
Dislocations  
Stroke  
Lightning strike  
Heat stroke  
Labor (childbirth)

### **Rapid Evacuation**

Unconscious patient  
Serious head/spinal injury  
Mechanism for spinal injury  
Decompensatory shock or shock-related problems

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# DRAFT

*Prime Directive*

## **Pay Attention**

If you're constantly thinking about what did happen or will happen you won't notice what *is* happening. Don't get lost in your thoughts or a theory. Notice what's going on in the moment and were those trails your follow are leading you. Learn sense traps and unseen hazards. Use sight, sound, smell, touch and intuition. Let every activity and action you take cultivate greater awareness in your participants for their team and environment they are in. Pay Attention, even to trifles: small things can become big ones.

## **8 Directives**

#1

### **Constant Witness**

The Constant Witness provides constant attention to students. Always work to be aware of what your students are doing at all times; even in the rare instances they need to be out of your sight. Make yourself feel extremely on edge when you don't know what they are doing. While that may seem an impossible task, the sheer effort of Tracking them with such intense ferocity forces you to notice subtleties—challenges and opportunities that may otherwise go unnoticed. Finally, NEVER be alone with a minor student, always have another party present.

#2

### **Hydrate Well**

Drink plenty of water. Hydration equals awareness. When you and the people you serve are with are thirsty, no one is thinking straight. Your source of water must be clean (potable) and ideally identified or procured well before you arrive. Track who drinks and be certain everyone has more than enough. Encourage and rally each person to hydrate well.

#3

### **Know Your Area**

Stay found, don't get lost. If you don't know your area 110%, stay within base camp with your students. Knowing your area also means maintaining a constant assessment and planned mitigation of hazards that come with it: bodies of water, busy traffic, strangers, falling trees, etc. Finally, have a thoughtful evacuation and communication plan in case of emergency.

#4

### **Modern Things, Very Dangerous**

Nature can be dangerous (let's not fool ourselves). But modern things can be INSANELY dangerous. Driving is like the most dangerous thing you could ever do. Cities provide randomness that simply does not occur in more wild places. The homogeneity of our modern world even dulls our awareness to the point where we lack vital knowledge for the outdoors and nuanced perception of potential hazards. Be wary of too many people, large groups require extra attention.

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