

TRAINING MANUAL FOR MICHIGAN 4-H

# OUTDOOR ADVENTURE CHALLENGE



## Section: SURVIVAL



## **Survival Section**

- Survival—Are You Prepared?
  - Rules for Survival
  - Six Keys to Survival
  - Rules for Outdoor Success
  
- Search & Rescue: A Quick Overview of Search
  
- Outdoor Adventure Programming with High Risk Youth
  
- Expedition Behavior
  - Ten Principles of Good Expedition Behavior
  - Poor Expedition Behavior

## **SURVIVAL – Are You Prepared?**

4-H Outdoor Adventure Challenge is a program that teaches youth many life skills. Along with team work, communication, and citizenship, they learn how to survive in difficult situations. Why is this important?

Each season an increasing number of people leave the relative security and familiarity of everyday surroundings and enter the woods in search of recreation. Each season, the number of people who find a wilderness emergency, increases.

4-H Outdoor Adventure Challenge gives advice that can most likely save your life in an outdoor emergency; it is the single realization that *SURVIVAL IS AN ATTITUDE!* The ability to maintain calm in the face of outdoor danger can do more to preserve your life than all the neat little tricks of making fire by friction or getting food by improvising traps and snares.

Survival stresses are many. There are body stresses from thirst, hunger, disease and injury; mental stresses from loneliness, solitude, isolation, fear, imagination; environmental stresses from cold, dryness, heat, wind, humidity. Often these all work together against a person who's unprepared for any of them. A firm, solid attitude about yourself and your situation may be the only tool you've got to conquer these stresses.

### **RULES FOR SURVIVAL**

1. **THINK IT THROUGH:** Thinking through what may happen helps you develop the mental set or reinforcement necessary to face survival stresses.
2. **DON'T GO ALONE:** Going alone raises the danger level seriously. Even minor difficulties for the lone hiker, backpacker or camper can be serious. Ideally, there should be at least three people in a hiking party. Then, if an emergency develops one can go for help, while the other stays to assist the injured.
3. **LEAVE A TRAVEL PLAN—STICK TO IT:** It is very difficult to search for a lost hunter when all that is known is that he is "up north". Be sure that at least one person who has some personal stake in your future has a detailed plan of your route and an estimated time of return.
4. **DRESS FOR OR CARRY EXTRA CLOTHING:** To dress for warm weather based on present conditions and prepare for nothing else is to court disaster. This is especially true in spring and fall. Death by hypothermia can and does happen at temperatures as high as the 40's.
5. **CARRY BASIC SURVIVAL EQUIPMENT:** A strong knife, matches, and whistle represent the barest of essentials. A compass, map, flashlight and small first-aid kit can also be important. The whistle is for signaling. Three blasts is a distress signal which can be repeated over and over and will not cause laryngitis.
6. **LOOK BEHIND YOU:** Most people only look toward the area they are approaching, forgetting that when they turn around to go back, things will look entirely different.
7. **PREPARE YOURSELF PHYSICALLY:** Go on short, shakedown walks and hikes before any major field trip, starting with no pack and finally including the pack with the weight you intend to carry on the trip.
8. **KNOW AND ABIDE BY YOUR PHYSICAL LIMITATIONS:** Watch out for stress related problems. Experienced outdoors people usually plan a pace they know they can maintain all day.

## SIX KEYS TO SURVIVAL

Besides the proper attitude, you will need six other things if you are to survive. How badly you need them and in what order depends entirely on your particular situation.

1. ENERGY            Conserve energy
2. FIRE                One of the first items of business
3. SHELTER            Something comfortable that protects you from the weather
4. WATER             Purify by boiling or with tablets
5. SIGNALS            Use contrast in shape, texture, color or noise  
                              Three of almost anything is a distress signal
6. FOOD                You can live 30 to 50 days without food

## RULES FOR OUTDOOR SUCCESS

Here are a few rules for outdoor success:

1. **Teach Realistic Understanding of the Outdoors**  
Most animals pose no threat and the sounds of the woods can be enjoyable rather than frightening.
2. **Stay Calm**  
Panic never accomplished a thing. Teach your kids to function under stress. When they first realize that they're lost and can't get back on time, they should sit down and plan what to do.
3. **Generally, Don't Travel**  
Teach them the same thing you did about getting lost in a store. "Don't look for mommy and daddy. Stop where you are and stay there. We'll find you!" Travel is only likely to take them away from the area being searched.
4. **Never Go Alone**  
Only hike or go on walks in the outdoors when parents or other responsible adults are along.
5. **Leave a Travel Plan**  
Just as parents ought to know exactly where their *teenagers* are at all times, they must instill in their small children the importance of never doing *anything* without telling mom or dad.
6. **Dress Them Properly**  
Be sure when you and your family go into the outdoors that they have enough of the right kinds of clothing. Will your child be able to weather a night out alone? Are their clothes adequate? Teach them how to stuff clothing with milkweed down, cattail fuzz or dry leaves to increase insulation.
7. **Provide Them With Basic Equipment**  
In the case of a very young child, the minimum is a whistle. Instruct them that they must only blow it if they can't find mommy or daddy and the searches in park and recreation areas would be reduced greatly. and whistles don't get hoarse! Older children ought to have a small pocketknife and matches together with the knowledge of how to use both safely. A small flashlight can improve attitudes greatly when you're wondering what a particular noise was or attempting to find something after dark.
8. **Don't Horse Around**  
Too many accidents in the outdoors have their roots in horseplay. In one camp area, a group of young people were chasing each other helter skelter through the site. Suddenly, one of them stumbled over the firewood stacked near a wood-fired stove, fell, and throwing both hands out to stop the fall, put them down with a sizzle right on the glowing, red-hot top. Hide and seek games can result in disorientation and an unpleasant night out. Running can end with sprained or broken ankles or in high country, a fall over a cliff. It's just too hard to think and fool around.
9. **Know How to Find Shelter**  
Teach children to crawl under windfalls, into hollow trees (after checking for other residents) or build simple lean-to's to minimize their exposure to rain, snow, and wind. Get a survival book and read it as a family project.

But...Remember, whether you are five or ninety-five—**Survival is an Attitude!!**

## **SEARCH & RESCUE: A QUICK OVERVIEW OF SEARCH**

Sam Cornelius, Lead Instructor, North Region, Michigan 4-H Outdoor Adventure Challenge

Search and Rescue is a specialized skill requiring significant training and experience. This overview is intended to help Challenge leaders carry out early search activities and to understand the process of more extensive searches so that their efforts will facilitate the efforts of a search and rescue team. It is not intended to prepare the leader to undertake the full S & R operation on their own. Hopefully, the actions a leader would take in the first stages might locate the missing person quickly, before the mobilization of experts is needed.

The sections of search procedures borrow from a presentation by Terry Dupra, Outdoor Adventure Challenge leader and member of Marquette County Search & Rescue. Interpretations and emphasis are mine, however, so I take credit for any confused parts.

### **Search**

The emphasis here is on the search for lost/missing persons, not the rescue of a stranded or injured participant. Some of that is covered in your Outdoor Adventure Challenge First Aid training; many rescues need other specialized training and equipment.

The search process begins with the realization that the individual is missing from the group. As soon as a participant is reported missing:

### **Pre-Search**

Pre-Search practices are initiated:

- Leader assumes role of search leader and appoints a scribe. Scribe writes down everything that is done and the time each event occurs.
- Stop all programming. Collect the group, Interview the one reporting the missing person.
- Establish a safe, secure base camp where you are, or as close as reasonably possible from the point the missing person was last seen, but away from likely areas where clues might be found. Set up a camp perimeter and look closely within that perimeter for any clues (footprints, dropped items, trail, etc.) before they are obliterated.
- Keep everyone inside its perimeter unless they have a task approved by the search leader. As appropriate, set up an overnight camp, or prepare for withdrawing the group from the field, or prepare for assisting (warming, feeding, etc) the found person.
- Search leader and scribe compile all available information about the missing person, recording it on a Missing Person Questionnaire.

### **Quick Search**

- Using available help, do a quick search of the immediate area, looking not just for the missing person, but also for signs of their passage. Immediate area might mean within sight of the base camp. If whistles are used to signal, use single blasts and wait and listen for the lost person to signal three times in response.

### **Further Search Practices**

If the person is not found by a quick search in the immediate area, initiate one of the following forms of search. The type will depend on available personnel, terrain, weather, time the person has been missing, club members are probably not able to effectively carry out anything more than a “hasty search”.

- Hasty search: rapid search of the most likely places a person might go, such as trails, shelters, next planned spots for breaks or overnights, river banks, stream valleys, power lines, etc. Search any landmarks you have discussed with the group as places to go toward if you are lost.

- Perimeter search: detail search in which the area is covered by a line of searchers who search while remaining calling distance from one another. Searchers are briefed on boundaries of the search area and the search pattern to be used.
- Fine search: similar to perimeter search but searchers are close enough to one another that the missing person would not be missed even if they were unconscious.

### **The following apply to any search efforts:**

- Search areas and routes should be marked on a master map of the area, kept by the scribe and/or search leader. Record any clues on the master map.
- Search procedures should be undertaken by teams of four (allows two to stay with an injured found person while two summon help) to eight people, each team with designated leader, maps, first aid kit, emergency pack, prearranged signals and procedures to follow if the missing person is found, and a prearranged reporting time.

### **Summon Assistance**

- If the group cannot carry out a search procedure, (too small, too upset, too few adults to split group) or if the early search efforts have not located the missing person, or if the person is not found in a programmatically pre-determined time (as far as I know, Outdoor Adventure Challenge has not established such a time, so the leader will have to use his/her best judgment) outside assistance will be needed.

### **Leaving the Field**

- Depending on location and number of leaders/adults present, merely getting to a phone to contact others may necessitate pulling the entire group from the field; club members should never be left unsupervised. If leaving the field, mark the location of your search camp in some way, and leave an easy-to-find note to the missing person in a visible place so they know to stay and wait.
- You may also leave the field at some point after assistance arrives and you have given them the relevant information. They may want little involvement from you, in fact.

### **After Local Authorities Have Taken Over**

- Cooperate fully with authorities. Keep copies of all information you give authorities. As soon as possible, get away from distractions and write or tape record an account of everything that happened and that led up to it. Compare this with your copies of information given to authorities to see if any was not passed along to them.
- Keep in touch with the rest of your group; they will need attention from you.
- Summon help from home as needed.
- Do not make statements to press or media.

### **Person Found**

- Use first aid and evacuation procedures and/or summon help if needed.
- Interview found person and complete the missing person report.
- Debrief club members and review entire operation. Some physical and emotional response is to be expected, if it has not surfaced yet.
- Notify anyone involved or responsible of outcome: local authorities, people whose phone you used, home contact person (who notifies anyone they contacted).
- State Outdoor Adventure Challenge Coordinator, etc.

### **Person Remains Missing**

- Determine at what point you and club members will return home, and what support is needed there.

- Debrief club members and review entire operation. Some physical and emotional response is to be expected, if it has not surfaced yet.
- Notify appropriate persons; local authorities, home contact person (who notifies anyone they contacted), State Outdoor Adventure Challenge Coordinator, etc.

### **Special Topics: Runaways**

- If the missing person is suspected to have run away, ask group members, Usually someone will know when a participant has run away, but do not assume this, or the other participants will share this information.
- Follow the same general practices as for a lost person.
- Runaways may try to avoid the searchers.
- Notify local authorities for help checking likely destinations.

### **Preventing Person from Going Missing**

Be clear with group as to expectations-how far they may go apart from the group, who they tell when going out alone (buddy, leader), what they tell (where they are going, as specifically as possible; when they will be back; what they are doing) and if they are taking emergency items with them (whistle, matches, compass, map, as appropriate).

### **Preventing Groups of Persons from Going Missing**

If the group is separating into smaller groups, be clear as to where and when to meet again and whether these are firm meets (i.e. “Don’t proceed from here without the others”) or casual (i.e. “See you there if it works out that way, otherwise, we’ll see you firm at X place and time”) Discuss each group’s intended routes and alternate routes, and their likely actions in case of a problem or emergency.

Review with all participants what to do if they are lost. Do you expect them to day put, or take a “bail-out” route? Review signs for them to give (three whistles, fire, etc.) and for them to look/listen for (single whistles, fires, etc). Discuss signals to aerial searchers (day and night).

Determine (flip a coin, whatever) who is to look for whom if there might be confusion as to who is truly lost, as in unfamiliar, chocked terrain with few landmarks).

Review survival thinking. A “pull-through” attitude is extremely valuable in a difficult situation.

## **OUTDOOR ADVENTURE PROGRAMMING WITH HIGH RISK YOUTH**

Sam Cornelius, Michigan 4-H Outdoor Adventure Challenge, North Region Lead Instructor, May 2001

The following is a brief overview of risk management for situations with youth whose behaviors may pose an increased risk to the safety of group members, it is far from an exhaustive treatment, but is hoped to introduce key aspects of this topic and stimulate discussion and planning.

Michigan’s 4-H Outdoor Adventure Challenge and other similar outdoor adventure programming can have great benefit for any young person, including so-called “high risk youth”. Depending on the characteristics of the youth involved, extra care may be needed to make sure that:

- High risk youth get the most out of the program activities, and/or
- A member’s behavior does not endanger the safety of participants.

To this date, leaders must in genera ensure that:

- Their program design includes enhanced risk management plans to ensure that activities will not put youth participants or their adult leaders in danger.

- They have strengthened their program plan beyond the basic outdoor adventure programming, to address the unique demands of working with at-risk youth. This might include general social skill activities such as group skill development, etc.

### **So what is this “risk” thing?**

The terms “high risk” or “at risk” can mean many different things, they generally refer to youth who are at increased risk for some sort of problem behavior, illegal behavior, alcohol or other drug problems, social troubles, etc. In Outdoor Adventure Challenge, these can emerge as risks to safety of the group members.

Considering what sort of risk factors are facing a particular young person can be helpful. “Risk” can be related to:

- External factors that surround the young person-low income, disrupted family, troubled neighborhood, moving to a new neighborhood or school, etc.
- The youth’s knowledge, skills, attitude, or temperament-impulsiveness, poor communication skills, aggressiveness or withdrawn, developmental or physical delay, etc.
- The youth’s own behaviors-dangerous behaviors with drugs, criminal activity, or violence.

In many respects, ALL youth are at risk in some way or another, and from time-to-time at risk to do something foolish, or engage in risky behavior with alcohol, other drugs, sexuality, violence, criminal behavior, etc. Risk is a matter of degree.

At-risk youth can certainly gain a great deal from Outdoor Adventure Challenge, but they are also more demanding and safety requires additional attention and care from the adults and from the program design. Leaders must be well-prepared.

### **Risk Management in Brief**

“Risk Management” refers to a range of measures taken to ensure the safety of participants. Careful risk management is an essential part of planning with ANY group; the term isn’t specifically tied to “At-Risk” youth. Risk management includes recognizing risks to the safety and health of participants at every step of your activities, planning to minimize the risk to an acceptable level, and taking those steps.

Risk management emphasizes the more serious, unacceptable risks; it does not mean to eliminate all risk of stress or injury. The risk of physical injury in adventure programming is quite real, and it’s one of the powerful teaching elements of the program. In Outdoor Adventure Challenge, scrapes, frustration, bruises, insect bites, fatigue, blisters, etc. are relatively acceptable. But we engage in activities such as climbing, white-water canoeing, etc., with serious potential risks. Injury and safety concerns include obvious dangers in rock climbing, winter camping, or canoeing, plus camp injuries and the possibility of a runaway or lost camper. If participants do not follow the guidelines, the result can be very serious. Dangerous behavior may lead to someone being injured or killed; broken bones, death from a fall, or drowning are, of course, not acceptable.

There is some risk that the stress of the program activities or of the group interaction will be harmful instead of helpful to the participant. This is not likely to happen to a resilient youth, but is more likely with an at-risk youth. This sort of hazard is not as obvious as the risk of physical harm, and is harder to watch out for, but should be kept in mind, as well.

**Steps in Risk Management-Any Group.** Information gathering-knowing your group members and any issues that make them at risk in some way. Learn how they behave in a variety of situations. Learn about health concerns. Ask parents and others who know your members to inform you of anything that puts the members in need of special attention or at risk to misbehave.

**Planning to manage risks.** This considers many aspects of an activity.

- Preventative Plan Elements
- Leader training
- Training of participants to develop positive social skills such as group dynamics, leadership, resolve individual and group issues, etc.
- Training of participants in the technical activity skills, including general skills, prerequisite skills for certain activities, etc.
- Having proper safety equipment
- Through training of participants in safety equipment and procedures
- Doing through safety procedures such as belaying, buddy systems, practice drills, etc.
- Safety rules: no knives, fire rules, conduct with others, etc. AND procedures to apply the rules-gear checks, monitoring, etc.
- Adequate leader/participant balance
- Close leader supervision in both “routine” and “high adventure” activities
- Disciplinary procedures to deal with unsafe or inappropriate behavior
- Careful activity planning to consider in advance the hazards on a trip, and the potential problem behaviors of the members.

### **Response Plan Elements**

- Leader training in skills and safety aspects
- Informed consent of participants and parents for emergency response
- Informed consent of participants and parents for disciplinary actions
- A range of through plans to deal with situations that may arise, including a need for disciplining, managing disputes, altering plans, withdrawing from the field, accessing outside help, contacting members families, etc.
- Levels of leader support teams/supervision, etc. to manage an emergency response
- Adequate capacity at each activity to respond to a situation, including:
  - Sufficient number of adults to manage emergencies
  - Access to emergency items
  - Access to emergency assistance services (ambulance, rescue, etc.)
  - Access to backup personnel and equipment aid.

### **Implementation**

Finally, risk management means carrying out actions necessary to ensure health and safety of members. A good plan is worthless if it isn't carried out when needed. And if something occurs for which you have no plan, you still need to act.

### **Special Risk Management-Higher Risk Groups**

Attention to risk elements created by participants with special needs (high risk youth, etc) must be part of a risk management effort. This might include:

- additional detail in trip plans
- additional technical safeguards in especially risky activities (back-up belayers, etc)
- additional communication items may be appropriate (cell phones, walkie-talkies, etc)
- missing person prevention and search processing
- extra emphasis on group dynamics
- working with parents more closely than usual

### **How “High Risk” is my group?**

This is an important question. Dealing with a typical group of youth is quite different from handling a group with a high proportion of higher-risk youth.

**An Outdoor Adventure Challenge group of average youth** will present an array of youth behaviors, maybe including some problems. But since most young Outdoor Adventure Challenge participants are positive, helpful members can usually be counted on to buffer a youth with a behavioral problem. A ratio of four or more positive models for each problematic member is suggested as long as only one or two problematic members are present. If more than one of two members with concerns are in the club, even a 4:1 ratio may be insufficient since youth with behavior problems tend to associate with one another, resist others’ influences, and affect other negatively.

**A group with a high proportion of kids with high risk factors** or behavioral concerns (whether this was by intent or not) poses a very different situation. In this grouping, positive youth behaviors are not as likely to “win over” negative ones, and members with different types of behavioral problems can interact to compound all problems. The leader must be very attentive to this and take steps to prevent or intervene if needed.

Problems are most likely to occur if groups have youth with existing extreme behavioral problems, acting out, emotionally impaired, discipline problems, etc. The older the youth, the greater the risk. If participation is mandatory or under duress (court, school, parent referrals) the potential for problems is often increased, as well.

To constructively involve acting-out or emotionally impaired youth, leaders will need lots of resources-prior expertise or extensive training in working with such youth, AND specific additional training in the Outdoor Adventure Challenge youth activities to ensure that the experience is safe and meets the program goals. Numerous factors in program design must also be adapted, adjusted, and sequenced if working with more extreme at-risk youth-including group size, composition, norms, guidelines, supervision, contingency plans, leader skills, etc.

### **Leader Training**

For activities with groups with a substantial proportion of at-risk youth, the following are essential:

- Adult leaders are already trained and experienced (or will receive training) in working with at-risk youth in general.
- Adult leaders are already trained and/or experienced (or will receive training) specifically in providing high-adventure outdoor programming with at-risk youth. To prepare for 4-H Outdoor Adventure Challenge’s typically field-based activities, leader training should be specifically geared to backcountry, field activities with at-risk youth, as opposed to approaches using a fixed facility such as a high ropes course. Outward Bound and National Outdoor Leadership School (NOLS) are two examples of field-based programming like Outdoor Adventure Challenge. I’m not certain of their at-risk youth training offerings.

### **Helping Struggling Youth**

Many at risk youth are struggling with issues but are still working “with you” at least mostly. They may need just a bit more of the support that all members need encouragement, honesty, and firmness. Other things that may help these youth include:

- Careful selection of challenges
- Sequential progression of challenges
- Supportive and understanding group tone
- Including them in the group, but allowing privacy and “space” as needed
- Gradual development of processing steps

- Balance of leader’s attention between all youth
- Extra help or patience if youth have difficulty such as reading, understanding, organizing, etc.
- Clear, through, understandable instructions and other communication
- Predictability in routines, etc.

Leaders already help youth who have difficulty with the activities. This is important for all youth, but is more critical with some at risk youth.

### **Helping Uncooperative Youth**

Some at-risk youth can be actively working “against you” whether they understand that or not. Helpful steps for youth who misbehave include the above, plus:

- clear expectations about appropriate behavior
- clearly understood consequences if unsafe or inappropriate behavior were to occur
- consistent and immediate application of consequences, if needed

### **Managing Situations with Seriously Disruptive Youth**

A member may become not only uncooperative, but also disruptive or unmanageable. Neither the leader nor the group is required to tolerate inappropriate behavior, certainly not if behavior puts safety at risk or threatens the success of the experience for the group as a whole. As leader, you must act to correct the situation. To act appropriately and constructively, you’ll need to prepare carefully to deal with potential situations. Consider what may occur. Develop contingency plans for any situation. How will you manage the disruptive member? How will you manage the rest of the group? How will you want other leaders or other adults to assist you? Think through your plans so that you can act clearly, firmly, and effectively in that sort of situation. If faced with serious behavioral problems from a member, be ready to:

- **Supervise More Closely**-have a leader or adult closely supervise the member posing the problem.
- **Build Strengths**-even seriously disruptive youth may respond to efforts to develop their positive skills. Give them an opportunity to grow, and to prove themselves before taking the trip.
- **Restrict**- not allowing a disruptive and unsafe member to come on a particular risky trip at all-climbing, for example. Or restrict them from certain activities where they pose a risk-belaying, for instance.
- **Send Home**-to send a member home from a trip. Before the trip, make very clear to the youth and parents that this is a real possibility. Know of a phone near your destination, the closest bus station, and how to reach the parents during the trip. Get the travel plans made in advance, and make them with the parents so they know what may be needed. Get the bus fare in cash ahead of time. You might require the parents of a problematic member to attend as driver so they can remove the member, if needed.
- **Terminate Trip**-You may bring everyone home if a member’s situation or behavior means the trip or activity can’t be continued safely.

Be sure that all leaders and adults are aware of your contingency plans. Inform your county office, as well.

Put your “policy” for managing inappropriate behavior in writing and get youth and parent to acknowledge (with signature) that they have read it. Our club’s overview page (which each youth/parent receives each year, and which they acknowledge reading on their annual permission to participate club form) includes a statement that:

*The leaders will restrict the activity of a member whose behavior is potentially dangerous to him/herself or to others. Leaders may send home from a trip at his/her parents’ expense any*

*member whose behavior creates risk for him/herself or others, or who has alcohol, tobacco, or other drugs.*

If you have to do anything out of the ordinary to deal with member's behavior, inform your County Extension Office 4-H person about it.

### **Runaway Prevention**

If a member is likely to run away from or wander from the group, first take precautions to keep that from happening. Make an agreement with that member not to do so. Assign a buddy or adult supervisor. Plan activities to minimize opportunities for running away.

### **Response**

Develop contingency plans for handling the rest of the group in case of a runaway, appropriate search procedures, and involvement of authorities. This goes beyond usual plans for dealing with a lost member—that's difficult enough; finding a wanderer or runaway is even tougher. Trained help will almost certainly be needed.

Advance planning will help make sure that your Outdoor Adventure Challenge activities succeed with both usual and with at-risk youth, and that nothing unfortunate happens during such prevention programming. If you have questions or concerns, talk with your instructors, county staff and other leaders.

## **EXPEDITION BEHAVIOR**

*Expedition behavior*, referred to as EB by outdoor leaders, is a term used to describe all the interpersonal relationships and interactions on an outdoor program. It is something all group leaders need to be aware of and make sure their groups are all on the same page. It cannot be overstated that the best way to guide a group toward working well together is to establish some type of expedition behavior principles early on.

You might use the following list as a starting point in discussions with your participants. These principles are focused on interactions within the group. Realize good EB also extends to interactions with other groups you encounter, to land managers, and to the land itself through dedication to Leave No Trace principles.

### **TEN PRINCIPLES OF GOOD EXPEDITION BEHAVIOR**

1. **Self-Awareness:** You need to be aware of your own needs, physical and mental state, and the effect you have on the rest of the group. Be aware of who you are and do not act in a manner that you are uncomfortable with or does not fit your personality.
2. **Self-Leadership:** To be an integral part of a group, you must take care of yourself and not impose avoidable demands on the group. Self-awareness is about identifying needs, while self-leadership means you take the initiative to address them. Eating regularly, keeping yourself hydrated with water you treat properly, preventing blisters, using sunscreen, and keeping your gear organized so you don't hold up the group are examples of self-leadership.
3. **Selflessness:** Ask not what your group can do for you—ask what you can do for your group.
4. **Commitment:** EB is just a backcountry name for “teamwork,” and like a sports team the wilderness expedition functions best when there is commitment to common goals. Groups need to agree to these goals and work together to be sure they are met.

5. **Tolerance:** You don't have to be lifelong friends with everyone in the group, but you do need to accept them for who they are. Work to not take offense easily.
6. **Consideration:** Be polite and avoid testing the tolerance of others. Respect the time and personal space of others.
7. **Trust:** Be relatively confident that the others will successfully fulfill any specific roles they are given and that they will practice good EB. Trust means making yourself vulnerable because benefit or harm is in the hands of another.
8. **Communication:** One of the basic tools that makes good EB possible is open and honest communication. Always consider what information you have and what would be useful to others.
9. **Humility:** Even if you're a great and famous outdoor leader, approach all situations and individuals knowing that you may still be able to learn. Learn to rely not only on yourself, but also on others in the group, especially turning to those with more skill in certain areas that you have.
10. **Sense of Humor:** Have fun and be playful! Even in the worst of circumstances an active sense of humor can be invaluable in lifting the spirits of the group.

“Good EB is about straightening out the tent's guidelines at night, saving the last tea bag for someone else, making hot drinks before the rest of the group emerges from their tents, or figuring out which way to go but then letting someone else do it for themselves.”

## **POOR EXPEDITION BEHAVIOR**

An Individual's basic needs, food, water, shelter, sleep, and a sense of security—provide a psychological and physiological foundation for good EB. Participants, use to having these needs met, may have a very difficult time coping if they are deprived, even for a short time.

Deprivation of basic needs leads to decreased mental function and irritability, both of which lead to friction among group members. Potential sources of frustrations that can lead to friction include:

- Lack of agreement on shared goals
- Different attitudes and expectation
- Varied skill and energy levels
- Unequal tolerance for risk and adversity
- Anxiety about ability to perform required skills.
- Individual behavior patterns
- Apprehension about the future
- Feeling of dependence on the leader and others
- Nervousness about being in a new environment

Information on Expedition Behavior taken from: *AMC Guide to Outdoor Leadership* by Alex Kosseff and is published by the Appalachian Mountain Club

