

# Cascades Adventures Trip Planning Manual



A guide to assist trip leaders in their planning and execution of effective, challenging, and educational outings for Cascades Adventures

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## What does Cascades Adventures provide trip leaders?

Cascades Adventure provides trip leaders with the necessary resources to plan and lead appropriate trips. The task of leading groups in outdoor activities is not as simple as showing up and leading along the route or trail. Leading encompasses the skills of teaching, facilitating, communicating, motivating, and mentoring, all of which can be taught in academic courses to a limited extent. After which, the aspiring leader must engage in a praxis, allowing for the organic development of styles and methods in actual experiences. Cascades Adventures offers people opportunities to develop their leadership repertoire alongside and under the supervision of seasoned and experienced mentors.

## What does Cascades Adventures provide trip participants?

Cascades Adventure participants are offered the unique opportunities to engage in exciting activities in the natural areas around Bend. For many, the prospect of exploring certain areas or conducting specific activities may seem daunting. Cascades Adventures offers the expertise and experiences of qualified trip leaders, who serve as teacher, facilitator and guide. Participants may encounter the beautiful world around Bend while developing necessary activity skills and building confidence. Cascades Adventures outings may be planned with the intent of promoting individual growth, group development, a connection with the natural world or any combination of those. As a result, outing participants gain a sense of community, having overcome challenges with others. Cascades Adventures can offer specific outings for established campus groups who seek a team-building experience.

## What does Cascades Adventure provide the campus community?

Cascades Adventures offer outdoor and adventure programs to the Cascades Campus community, by providing resources and professional grade leaders. Cascades Adventures maintains a professional character through its rigorous leader application process, skills trainings and thorough activity policies. It is Cascades Adventures intent to offer supportive, fun, challenging, and rewarding programs for the entire campus community, while providing the opportunity for Cascade campus members to gather valuable and pertinent experiences for their own leadership development.

# Trip Planning

**Be Prepared!** The success of your trip depends a great deal upon good preparation. Take the time necessary to familiarize yourself with the location of your trip. Schedule time to review that area, scout for potential hazards, and learn about the natural history of the area. Remember - you are required to have run the route/ river prior to guiding it! Use this manual as a checklist for trip planning purposes and to prevent yourself from overlooking important details.

## Trip Planning Check List

- TRIP PLAN
- Trip Name
- Dates
- Trip Leaders
- Leader Protocols
- Trip protocols
- Projected Outcomes / Intended Focus
- Participant Level
- Trip Itinerary
- Group Size
- Contingency Plans:
- Overnight Locations
- Risk Analysis
- General Weather Forecast
- Avalanche Forecast
- River Level
- Snow Level
- Emergency Plan
- Contacts
- Group Gear:
- Individual Gear:
- Paper Work:
- Curriculum/ Additional Activities:
- Confirmed Participants

## **Trip Plan**

*To be completed by both the lead and assistant instructors; a copy is to be left with the CAEC, along with the release waivers in the blue binder at a designated location.*

Planning a trip goes beyond simply deciding where to go and when. Careful planning and consideration of the following categories must be taken into account: group size and ability, activity, location and season, and equipment. *Safety should be the primary consideration when looking at all of the categories.*

- Group size and ability – determine the size of the group and its overall ability based on protocols specific to the activity prior to the trip. Keep these factors in mind while organizing and planning a challenging yet safe trip for all participants. Keep in mind group size, experience, and overall physical condition of your participants when making decisions.
- Activity – once you have evaluated group size and ability, you will be able to plan your trip to be both challenging and safe. Start on the easier end and work your way up to more challenging activities as the participants on the trip become more comfortable.
- Location and Weather – make sure that the location of your trip is appropriate for the skill level of your group. Research, scout and talk to local rangers about the area to ensure that you know as much as possible about the location, helping ensure a successful trip. Understand how weather conditions can affect the area. What have the recent weather patterns looked like?
- Equipment – the above categories will dictate the equipment that is required for your trip. Each trip has special equipment requirements and it is the lead trip instructor's responsibility to ensure that these needs are met. Prior to departure check all equipment to ensure that it is operating correctly.

## **Trip Name & Dates**

*What are you calling the outing and what activity will be the primary focus of your outing?*

*What dates & time will the outing occur (including year):*

## **Trip Leaders**

*Include all people who will be leading, teaching, facilitating*

## **Leader Protocols**

*Indicate how decisions will be made among the leadership team; who will assume what responsibilities; these may include medical, trail lead and sweep, safety talk, policy talk, etc; don't include curriculum or lessons here.*

## **Trip protocols**

*Please indicate what CA policies you will be following; some trips may include more than one activity, so be specific about what sections of the policy manual you will be following; indicate here any specific procedures you know you will follow because of the location and/or intention of the program that should be noted.*

## **Projected Outcomes / Intended Focus** (adventure, outdoor, environmental ed., etc.)

*What do you want participants to walk away with?*

## **Participant Level**

*Indicate any skill levels that participants should have prior to the outing.*

### **Trip Rating**

**(trip is rated at the higher level if one characteristic falls into the higher category)**

#### **Easy**

- Distance of less than five to six miles per day.
- Less than 1,000 ft. elevation gain per day.
- Anticipated travel rate not to exceed 2 miles per hour.
- An additional hour is usually required for every 1,000 for elevation gain.

When planning an easy trip, it's best to be conservative and opt for shorter, gentler alternatives. Many factors can increase travel times and difficulties.

### **Moderate**

- Distances of six to eight miles or more per day.
- Up to 2,500 ft. elevation increase or portions of rugged, snow-covered, or off trail travel of up to 20 percent of the total distance.
- Trips are three days or more. Trips are rated as moderate when they are 3 days or longer even when they conform to “easy” standards of distance and elevation due to the inevitable extra stresses and backpack weight.

### **Difficult**

- Trips covering eight to ten miles or more per day.
- Any backpacking route with elevation gains of more than 2,500 feet per day or major sections of snow-covered or rugged off trail travel.

(When rating trips, if in doubt, go with the more difficult option.)

## **Trip Itinerary**

*Provide a detailed timeline of the outing*

### **Estimating Travel Times**

General Approximation: for backpack trips:

1 Hour = 2 miles

Add 1 hour for each 1,000 ft. ascent

Add 1 hour for each 2,000 ft. descent

Divide the number of miles to be hiked by 2. Calculate the total feet ascended, divide it by 1,000 and multiply that number by 60 minutes. Calculate the total feet descended, divide it by 2,000, and multiply that number by 60 minutes. Add up all the hours for the total walking hours of the day. Example: A group hikes 8 miles in the Cascades. The day includes a 1,000 ft. descent to Square Lake and a total ascent of 2,000 ft. The estimated time to hike this route would be:

$8 \text{ miles} / 2 = 4 \text{ hours} +$

$(2,000 / 1,000) \times 1 \text{ hour [ascent]} +$

$(1,000 / 2,000) \times 1 \text{ hour [descent]} =$

4 hours + 2 hours + 0.5 hours = 6.5 hours

### **Time Control Plan**

Cascades Adventures suggests that you develop a time control for each day which takes into account a number of factors.

1. Look at your present camp and at your destination for the next day's hike.
2. Examine your route of travel and note any interesting sites you may want to see and explore.
3. Figure out the linear distance of your route and estimate how long group will take to hike that distance.
4. Figure out the total elevation gain for your route and figure out how the elevation will affect hiking time.
5. Look at the map closely to see if there are any hindrances to travel (river crossing, bushwhacks, etc.) that will add additional time to your trip.
6. Factor in time for breaks and meals during the day.
7. Add up your estimate of the time it will take you to get to your destination and plan a starting time with an arrival time (one that gives a chance to set up camp). If the additional time suggests that you cannot make it to your planned destination, look at revising your route.

### **Group Size**

*Some management agencies or trip activities may severely limit the number of participants it is possible to take on an outing, indicate the minimum and maximum number of participants capable of going.*

### **Contingency Plans**

*Please include your ideas should your itinerary not follow the detailed plan set above. Consider what other alternatives may occur based on where you are and the outcomes you intend for*

### **Overnight Locations**

*Campsites/ lodging that are expected to be used*

When planning a trip, familiarize yourself with where you would go for help. Locate the nearest and/or easiest spot to reach a phone or a road. Know generally how far you are from the nearest help. This will help you plan your course of action. Keep in mind that the nearest road in the backcountry may be no different than being in the woods.

## **Risk Analysis**

*(Please include an analysis of the potential risks for the program and your plans to manage these uncertainties)*

### Dynamics of Accidents Model

<u>Environmental Hazards</u>	+	<u>Human Factors</u>	=	<u>Accident Potential</u>
Terrain		Physical condition		
Weather		Experience		
Equipment		Skills		
		Fear		
		Communication		

Environmental Hazards and Human Factors can overlap to a greater or lesser extent, resulting in an increase or decrease in the Accident Potential

#### Environmental Hazards

- Rocky trails
- Poison Oak
- Stinging nettles
- Bees, wasps
- Unreliable water
- Overexposure to sun
- Exposed Ledges
- Poor weather
- Avalanches
- High Water

#### Human Factor Hazards

##### *Students*

- Poor physical stamina
- Poor skills
- No awareness of hazards
- Trying to “prove” self
- Fatigue

##### *Trip Instructors*

- Poor judgment
- Inadequate skills to extricate self and others from hazards
- Lack of knowledge of environmental Hazards

##### *Equipment and Other Hazards*

- Improper clothing
- Missing equipment
- Faulty equipment

Most potential emergency situations can be identified and plans can be made to prevent their occurrence or to protect students if they do occur. Emergency conditions are to be classified as being *personal* or *situational*. Personal conditions are those where one or more of the group members become ill, fatigued, or injured. Situational conditions are those related to one or more people getting lost or stranded. The

following list includes some of the more common environmental hazards that may result in a situational emergency.

- Weather Conditions – rapid changes in the weather, lightning, hail, high winds.
- Temperature related trauma – hypothermia, heat exhaustion, and heat stroke.
- Sun related trauma – sunburn, sun blindness, and allergic reaction to sunlight.
- Dangerous terrain – steep slopes, rock-fall, falling limbs and snags, brush and vegetation.
- Water hazards – floods, high tides, swollen streams, and cold water.
- Nightfall – unexpected darkness, navigational difficulty.
- Wildlife – large predators, toxic or allergic reaction to bites by rodents, poisonous snakes, spiders or other insects.
- Poisonous plants – contact irritants and ingestion of poisonous plant.

### **General Weather Forecast**

*Please include a current weather forecast at the time of writing the trip plan, if possible. include a consideration whether trip will or won't occur if certain conditions prevail & when a decision will be determined by.*

Depending on the trip you are planning and the activities involved, there may be other environmental considerations that should be assessed for potential of increased risk such as

**Avalanche Forecast:** *please indicate the current or intention to check a current avalanche forecast for the area you'll be traveling to.*

**River Level:** *please indicate the current flow*

**Snow Level:** *please indicate the current snow depth and altitude snow is accumulating at.*

## **Emergency Plan**

*Include location of evacuation vehicles, nearest phone locations, OSU emergency phone numbers, phone numbers for local care, cell phone numbers if carried, and potential procedures for serious emergencies (near-misses / fatalities).*

Contacts:

911

Deschutes County Sheriff 617-3303

Cascades Adventures Emergency Contact (CAEC):

All trip instructors must be familiar with the procedures in this section. In the event of an emergency, determine the type of emergency and follow the procedures described in this section.

Cascades Adventures trip leaders must be aware of the realities regarding injuries and illness while they are in the backcountry (both minor and serious) to deal with them effectively. Due to the remote location of many trips, professional medical assistance is often hours away from the site of an accident. Trip instructors must take control in these situations and provide for the physical and emotional safety of all students on the trip. Trip instructors must not in any way endanger themselves physically or emotionally on behalf of the patients thereby decreasing the safety of the rest of the group.

### **Situation Assessment**

Survey the scene for hazards. Do not create a second patient! Trip instructors must remain calm and confident during emergencies. Failure to do so will increase the level of anxiety within the group. The trip instructor should be in clear control of the situation, yet listen to any suggestions that other student may have – ultimately final decisions rest with the trip instructor.

Since each situation is unique, instructors must remain flexible in their response. The key to properly responding to an emergency is to remain calm, assess the situation carefully before acting, and continue to reassess your strategy throughout. There are two basic things to be done, care for the patient, and care for the rest of the group. The more severe the situation, the more both populations will need the care and support of the trip instructor.

## **Patient Assessment**

**Airway** – is the patient’s airway clear?

**Breathing adequacy** – what is the patient’s breathing pattern?

**Circulation** – is there good circulation to all extremities?

**Disability** – is there limited movement, or obvious injury?

**Environment/Exposure** – does the surrounding area present additional hazards?

**LOC** – what is the patient’s level of consciousness?

## **Focused History and Exam – Take Notes**

Look, listen, feel

Ask questions of the patient

Determine the mechanism of injury

Review that patient’s health history information

Head to toe exam of the patient, record and monitor vital signs

**Assume leadership of the group** and delegate responsibility: group members should assist in patient care

if needed, locate positions on the map, prepare camp with shelter and food, etc.

The group with the patient should:

- **Make the patient(s) as comfortable as possible.**  
Maintain his/her body temperature and protect patient from the elements. Give food and water if appropriate.
- **A trained first aid provider should be with the patient at all times.**  
Record patient information and document all care provided on the Accident Report and SOAP Notes. If possible, the **injured person should be involved in, and consent to all decisions.**
- **Give the other group members something to do.**  
Help to get other group members minds off the situation and make them feel useful. The stress caused by an injured person can lead to someone else becoming injured. Do not compound the situation by having a second victim.
- **Make sure that the other group members are OK,**  
They may be suffering from shock or emotional difficulties. **Maintain group morale** as much as possible.
- **Prepare everyone for an evacuation.**

Determine the severity of the injury. Check the difficulty of the terrain, weather, distance to the trailhead, and time to medical assistance.

- **Determine what type of evacuation is required.**  
See evacuation procedures and decisions.

**The trip instructor is to accompany the patient until s/he is in the care of medical personnel.**

If a search and rescue team is required, contact the Sheriff's Office in the county where the injury/accident occurred. Campus Security should also be contacted as soon as possible.

## Evacuation Decisions and Procedures

If an individual needs to be evacuated due to injury or illness, the primary concern is for the safety and health of the individual. If you do evacuate a student, take the time to plan out the best route keeping in mind the patient's condition, distance, terrain, etc. Use the evacuation outline below to determine how to deal with an evacuation situation.

**Patient can walk out on his/her own power** → yes → walk out carefully w/group

Student can walk out on his/her own power (this may necessitate carrying student's equipment for them)

no ↓

**Patient can walk out with assistance** → yes → walk out; disperse gear & set appropriate pace

If the distance is not too great, the student may be able to hike out if carrying no weight and with assistance. This is to be attempted only as long as it does not agitate/aggravate the student's condition. The student must be constantly monitored.

no ↓

**Patient cannot walk out** → → yes → establish a camp and protect patient establish evac. plan

**Call for extrication assistance** →  
(patient can be carried out; patient → yes → follow call protocols listed below; include necessary  
has no dire medical need; resources for group to do it safely

no ↓

not enough resources to assist  
the group in removing the patient

yes ↓

Walking out would aggravate the injury/illness. In this case a litter evacuation by skilled rescue personnel (rangers, search and rescue, etc.) is required. Send for help. Do not attempt an improvised litter evacuation. Always keep in mind the severity of the injury and the medical treatment that the patient needs when making evacuation decisions.

Call for extrication → follow call protocols listed below; include necessary resources to the patient and group, if necessary

## **Before Departing**

Set up a plan for what the group staying behind will do and whether they should remain where they are or move to a designated location. The people going for help must know exactly where the group staying behind will be and the route the group will take to get there.

Determine the quickest and easiest route to a telephone at a highway, gas station, town, ranger station, home, etc. If a cellular signal is trying to be reached, realize that it may involve going to a higher elevation away from a road.

Send a copy of the patient's SOAP Note with the response team to insure that that all necessary information can be transmitted to the authorities or medical help. Keep the other copy with the patient.

Determine what the group staying behind should do if help does not arrive by a designated time.

## **Sending for help**

At least three people should hike out; this is the response team (can include students). The trip leader should not leave the injured party, as they typically possess the greatest medical training.

## **Response Team (team seeking help)**

Should be equipped with minimal emergency gear – map, compass, travel directions, keys to vehicles, food, water, headlamps, fire source, personal first aid kits, and clothing – enabling the group to travel as quickly and safely as possible. The Response Team should be able and prepared to bivouac.

Move quickly, but at a pace that prevents creating another patient or accident that would require additional help.

The Response Team going for help **SHOULD NOT BREAK UP.**

The Response Team should attempt to conserve strength in the case they are needed to lead the rescue party back to the patient.

The Response Team should contact the authorities, arrange for rescue help, and determine whether they will stay where they are or hike back in with the rescue help.

If the Response Team is seeking medical or evacuation assistance, all information should be written on the SOAP Note, including the following:

- Name, address, phone number, and age of the patient
- Initial condition and current condition of patient– note any significant changes
- Description of the injuries
- First aid performed – date and time
- Vital signs
- Description of the accident and how it occurred – date and time
- Location of the patient/group
- First aid equipment on hand with the patient
- What type of medical support is needed
- First aid equipment needed
- Who administered the first aid
- Who wrote the SOAP Note

## **Contact Numbers**

Use the following numbers in order as listed. Be prepared to offer as much information as possible. DO not call without the following information:

Any emergency	911
Deschutes County Sheriff (if in Deschutes County)	541-388-6655
Cascades Adventures Emergency Contact (CAEC) Jeffrey Myers Office:	541-322-3116
	Cell: 541-390-1967

## **Emergency Response Communication Protocols**

If emergency medical attention or search and rescue is required, the response team should use the following communication protocols when contacting authorities.

**Contact the Sheriff's Office** in the county where the injury/accident occurred to initiate the emergency response plan.

**Notify the Cascades Adventures Coordinator.** This person will notify appropriate university administrators (including counseling services for Critical Incident Stress Management and Post-Traumatic Stress Syndrome for students/trip instructors who have witnessed a catastrophic event).

**Do not discuss the accident with anyone...**except police and emergency professionals responding to the incident, representatives of Cascades Adventures and OSU-Cascades.

It is important to understand that all information regarding a catastrophic incident or injury is confidential. Cascades Adventures and OSU-Cascades are sensitive in providing information and support in response to this type of incident. Only these representatives may speak to the media, family members, or others who may inquire about the incident.

## **Lost Persons**

### **Locating Lost Hiker**

If a person is missing, the trip instructor(s) should casually inquire of the other students as to the student's last whereabouts, the last time seen, what direction the student was heading, and whether s/he said anything about where s/he was going, in an attempt to reconstruct where the person might be.

If more than 30 minutes have gone by since the person was last seen, and initial search should begin. A search can begin before 30 minutes if instructor feels it appropriate. Do not wait any more than 30 minutes. A search consists of shouting the student's name at the current location in an attempt to get a response, assuming that the student is nearby.

If shouting does not bring a response, group members in pairs should perform an organized quick search by sweeping the campsite area, nearby trails, lookout points, nearby streams/lakes, and any other obvious place the student(s) might be. Take time to plan where searchers will go before sending them out. Particularly look in any areas that seem probable based on your earlier information gathering. Look for signs of the person such as clothes or belongings, as well as for the person. Listen carefully for a response. The quick search should last roughly 20-30 minutes.

If the quick search is not successful a secondary search should be implemented. Pairs should cover nearby trails, roads, water areas, cliffs, etc. for a period of no more than 1 hour. Before sending searchers out, take time to plan where they will go on the secondary search to cover all likely locations. In case of darkness, all searchers should be equipped with flashlights/headlamps and should always be within site of their partner.

If the Secondary Search is not successful within an hour, a group must be sent for help in order to bring in rangers or other rescue personnel for a more extensive search. Do not delay or wait another hour. Fill out the Emergency Information Report and follow the instructions for groups hiking out for help outlined above. As the team goes out for help, the other members can continue the Secondary Search.

If the person is found after the team goes for help, simply wait for the rangers to return with them. Do not try and catch up with them

## **When You're Lost**

**STOP!** Do not panic. Stay calm. Stay right where you are. Help will be on the way. It is best not to wander further. This only increases the size of the area that people will have to search for you.

**Sit Down!** Think carefully and rationally. How did you arrive here? From where? What time is it?

**Take stock of your resources,** equipment, water and food. These can be important. Do not leave equipment.

It is essential that you **conserve body heat and energy**. Be watchful of hypothermia. Take off wet or damp clothing and put on warm/dry layers if you begin to get cold.

**Make noise!** In a short time it will be noticed that you are missing and people will begin searching for you. Look and listen for signals of rescuers and be prepared to make your own signals.

*These steps should be conveyed to students at the Pre-Trip Meeting.*

## **DEALING WITH OUTDOOR EMERGENCIES TRAINING PROGRAM**

A quarterly training will be offered regarding dealing with outdoor emergencies. This training will be open to all students, faculty and staff at OSU-Cascades and COCC. All assistant and lead trip instructors will be required to attend a minimum of one quarterly training per year.

### **Course Outline:**

#### Understanding risk

- Reason's "Swiss-cheese" model of human error
- Dynamics of accidents
- Risk, risk takers, and groups
- Fatigue, nutrition, and hydration
- Mitigating risk

#### How not to make a bad situation worse

- Taking charge
  - Leadership in crisis
  - Working through panic
- Assessing the situation
  - Avoiding tunnel vision
  - Determining the severity
- Making a plan
  - Personal and group safety
  - Heroic measures and common sense
  - Effective delegation and avoiding "Rambo mode"

#### Acting

- Staying flexible
- Communication
  - Communication in crisis
  - Who you goin' call? Calling and going for help

#### Lost and Found

- General lost person behavior
- Starting an effective hasty search
- What to do if the search doesn't work

#### Survival

- Staying put
- Finding shelter
- Bigger, brighter, different

#### Injuries and illnesses

- ABCs
- Patient care
  - On going assessment
  - Emotional support for injured and uninjured patients
  - Dealing with multiple patients
- Patient stabilization and evacuation
- Safety issues
- Blood borne pathogens
- Paperwork
  - Medical SOAP forms
  - Accident reports

## **Curriculum/ Additional Activities**

*Please indicate the overall curriculum that is being covered and/or any lessons that are intended to be offered during the program; please indicate who of the instructor team will be doing what.*

Cascades Adventures trip leaders must experience training in a series of various skills. The technical skills necessary to conduct activities are not the sole necessary abilities of a trip leader. A leader's ability to facilitate groups through challenges, teach technical skills, ecological knowledge and attitudes, and group dynamics are all necessary to a well rounded outdoor leader. Make sure that you develop a teaching plan that will ensure you cover all materials/aspects of the curriculum for your outing while in the backcountry.

### **Technical Skills**

Technical skills include the physical ability to conduct appropriate maneuvers and actions, which are inherent to the successful participation in an activity. Often associated with the use of gear and equipment, the technical skills of a trip leader must be sufficient to satisfy an expert level.

Technical skills of trip leaders are assessed through an evaluation of experience and an assessment.

### **Teaching Skills**

Teaching skills reside not solely in the concepts of transferring knowledge, so much as fostering experiences that encourage learning. A common problem among educators is falling into the didactic/lecture style, conveying information through verbal means. In educational theory, research has been conducted about how people integrate experiences, information, and ideas into their own knowing. As a result, contemporary educational theory promotes appealing to a learner's various styles of apprehending

and comprehending information. Following below is a table that outlines various learning styles and the necessary components in conveying through that method. There is no concrete method of determining teaching competency, except through the form of developing teachers along an apprentice-like program. Student-teachers begin teaching under the direct supervision of a master teacher, who supplies feedback and creates unique opportunities. Cascades Adventures serves as the apprentice component for aspiring outdoor leaders, who feel a need to pursue development of teaching skills.

<b>Students who are strongly</b>	<b>Think</b>	<b>Love</b>	<b>Need</b>
Linguistic	In words	Reading, writing, telling stories, playing word games	Books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
Logical/ Mathematical	By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating	Things to explore and think about, science materials, trips to science museum
Spatial	In images and pictures	Designing, drawing, visualizing, doodling	Art, LEGOS, video, mazes, puzzles, illustrated books
Bodily/ Kinesthetic	Through somatic sensations	Dancing, running, jumping, building, touching, gesturing	Role play, drama, things to build, sports & physical games, tactile experiences
Musical	Via rhythms & melodies	Singing, whistling, humming, tapping feet and hands, listening	Sing-alongs, concerts, music playing, instruments
Interpersonal	By bouncing ideas off other people	Leading, organizing, relating, manipulating, mediating, partying	Friends, group games, social gatherings, community events, clubs, mentors
Intrapersonal	In relation to their needs, feelings, and goals	Setting goals, mediating, dreaming, planning	Secret places, time alone, self-paced projects, choices
Natural	Through nature and natural forms	Playing w/pets, gardening, investigating nature, raising animals, caring for planet earth	Access to nature, interactions with animals, tools for investigating nature

## **Group Gear**

Please refer to the equipment lists posted on the Cascades Adventures equipment link on the webpage. Any equipment that needs to be rented by CA for a particular activity or for transportation purposes should be thoroughly researched with pricing comparisons given to the program director for approval.

## **Individual Gear**

Please refer to the equipment lists posted on the Cascades Adventures equipment link on the webpage. Any equipment that needs to be rented by CA for a particular activity or for transportation purposes should be thoroughly researched with pricing comparisons given to the program director for approval.

## **Food Selection & Menus**

Food is also an important aspect of trip planning. Make sure that students are packing food that is both nourishing and practical for the backcountry. Working out group meals at the pre-trip meeting is strongly advised. Make sure to always check for food allergies when planning group meals. For meal planning ideas and nutritional suggestions, please refer to the Trip Leader Handbook found on CA webpage.

## **Paper Work**

- ◆Waivers
- ◆ Medical Histories
- ◆ Trip Plan
- ◆ Photo Releases
- ◆ First Aid Kit
- ◆Map/Guidebook/Route/Description
- ◆ Emergency Contact Numbers