ROYAL CANADIAN ARMY CADETS

MASTER CADET

INSTRUCTIONAL GUIDE

SECTION 1

EO C525.01 – EXAMINE ELEMENTS OF SAFETY AND RISK MANAGEMENT

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail elements of safety and risk management at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined elements of safety and risk management.

IMPORTANCE

It is important for cadets to examine elements of safety and risk management as they are important aspects of outdoor leadership activities. At this level, cadets should understand that risk has to be managed in order to offer participants in outdoor activities a safe and challenging environment.

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SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVES

The objective of this self study package is to have the cadet examine elements of safety and risk management.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Safety and risk management are important aspects of outdoor activities. Preventing accidents, recognizing dangers, and recognizing the importance of the risk management plan as an integral part of the Army Cadet outdoor program allows senior cadets to better appreciate the elements of safety and risk management.

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INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.

C2-034 ISBN 978-0-7360-5250-4 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming (2nd ed*.). Windsor, ON: Human Kinetics Publishing Inc.

C2-152 ISBN 1-898555-09-5 Ogilvie, K. (1993). *Leading and managing groups in the outdoors: New revised edition*. Cumbria, England: The Institute for Outdoor Learning.

C2-250 Leemon, D., & Schimelpfenig, T. (2005). *Risk management for outdoor leaders: A practical guide for managing risk through leadership*. Lander, WY: National Outdoor Leadership School.

C2-257 ISBN 0-87322-944-4 Dougherty, N. J. (1998). *Outdoor recreation safety*. Champaign, IL: Human Kinetics.

C2-268 Centre for Curriculum, Transfer and Technology & BC Adventure Tourism Programs Articulation Committee. (2003). *Risk management for outdoor programs: A handbook for administrators and instructors*. British Columbia: Naomi Cloutier, Bhudak Consultants Ltd.

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Safety and Risk Management

SECTION 1: ACCIDENTS AND SAFETY

Accident Theory
Danger Classification
Danger Analysis
Generalized and Specialized Categories of Safety Controls
Risk Management Skills

SECTION 2: BEHAVIOUR AND ATTITUDE IN RISK MANAGEMENT

Negative Human Factors
Positive Human Factors

SECTION 3: RISK MANAGEMENT PLAN

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SECTION 1
ACCIDENTS AND SAFETY

The weather had deteriorated badly. The wind blew horizontal sleet and the group members were drenched and shivering in their cotton T-shirts as the leader pressed on. Base camp was only a few miles away, and although they were tired, the group believed they could make it home. Besides, the camp would have a hot meal waiting and dry sleeping bags to finally rest in. As the skies darkened, the group members fumbled around in the only day pack they had brought with them (on what was to have been a short hike) and found a single flashlight. As the dim beam barely projected their way down the narrow trail, the members stumbled their way back to camp, often falling. Not until several members had been treated for hypothermia did the leader notice that one member was missing: lost on the trail!

RISK IS ESSENTIAL...

Adventure activities involve risk, but so does everything else in life! Danger gives rise to risk, and risk is one of the critical components that make adventure activities popular and successful. Balancing the amount of risk in an adventure activity is a central paradox for Outdoor Leaders (OLs): with too much risk the danger of the experience becomes unreasonable; with too little risk the adventure activities fail to remain adventurous.

The general public considers adventure activities to be dangerous even when appropriate safety procedures are used, typically because they have difficulty differentiating between real and perceived risk. For example, a study found outdoor adventure activities were about 18 times less likely to result in injury than high school football practices or cheerleading and were half as responsible for deaths resulting from motor vehicle accidents for 15- to 19-year-olds.

These statistics do not mean that OLs should be complacent when leading adventure activities. It is critical that OLs minimize risks and injuries while maintaining the value of the adventure experience.

Risk. The chance or possibility of danger, loss, injury, or other adverse consequence.

Risk management. Refers to all the procedures put into effect to reduce the possibility of accidents.

Incidents, or **close calls.** Unforeseen happenings that do not develop into emergencies.

Accidents. Unexpected occurrences that result in an injury or loss. Such losses can be **physical** (eg, fracture or death), **social** (eg, being embarrassed in front of peers), **emotional** (eg, fearing a situation) or **financial** (eg, losing your equipment).



Do you know anyone that has been involved in an accident? What type of loss did they suffer?

A first step to implementing risk management is understanding how accidents happen in adventure training, and how they can be minimized.

ACCIDENT THEORY

There are risk factors that contribute to the likelihood of an incident. The greater the risk factors that are present, the greater the chance of an incident occurring. Most serious accidents are a result of a combination of risk factors at play, not just one. Obviously one incident could result in an accident, but generally, it is the interaction of all three sources that leads to accidents.

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These risk factors fall into three categories:

1. environment,
2. people, and
3. equipment.

Take transportation for an example. Potentially hazardous environmental conditions include an icy road at night. The 15-passenger van fully loaded with a roof rack and a trailer full of equipment would represent the equipment risk factor. Unsafe acts by passengers could be not wearing seat belts and distracting the driver. Unsafe errors by the leader include driving with minimal van-driving experience, driving too fast, and driving while tired. You can see how each of these factors could lead to an accident, but the chance of an accident decreases if these factors are reduced or eliminated.



Can you list other possible environmental risk factors? (consider various outdoor situations)



Can you list other possible participants or leaders risk factors?

(consider various outdoor situations)



Can you list other possible equipment risk factors?

(consider various outdoor situations)

Here is a list of risk factors from the "environment" category:

- altitude
- animals, insects
- animal traps
- avalanche
- cold water
- currents, tides
- deep snow, water
- fallen trees
- illness
- lightning
- loose rocks and boulders
- moving water
- stoves and fires
- strainers in rivers
- vehicles
- visibility
- weather
- uneven, wet or slippery terrain

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Here is a list of risk factors from the "people" (participants or leaders) category:

- assumption
- attitude towards risk
- carelessness
- denial
- distraction
- exceeding ability
- failure to follow instructions
- fatigue
- health status
- lack of knowledge or skills
- lack of experience
- overconfidence
- peer pressure
- planning errors
- poor communication
- poor decision or indecision
- poor hygiene
- poor leadership
- rushing to meet schedule
- spilled hot water
- stove fire
- unaware of hazards
- unrealistic schedule
- unsafe speed (fast or slow)

Here is a list of risk factors from the "equipment" category:

- adequacy of equipment (approved equipment, working communication)
- inadequate communication equipment
- inadequately outfitted (eg, clothing or shelter)
- not wearing safety equipment (eg, whistles)



Do you know of situations where you were faced with any risk factors?

What was the outcome of the situation? How could it have been different?

DANGER CLASSIFICATION

Dangers can be classified as either perils or hazards. **Perils** are the sources of injury or the causes of loss, such as a lightning bolt. **Hazards** are conditions that accentuate the chance of an injury or loss, such as a storm.

The presence of a danger, whether a peril or a hazard, gives rise to risk. For example, the risk of electrocution (accident) is created by two dangers: a storm (hazard) that increases the probability of lightning bolts (peril) striking a person.

By differentiating between perils and hazards and identifying them in the field, you may reduce the chance of your group encountering undesirable risks.

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***Activate Your Brain #1*:**

Crevasses (cracks in the moving ice) and seracs (towers of ice moving along with a glacier) are obvious perils to the mountaineer. You may avoid them by skirting the section of the glacier where they are the most prevalent. But when the route goes through such an area, what are other factors you could take into considerations to make your route safer? (Hint: Think about possible hazards.)

DANGER ANALYSIS

One way to reduce the chance of an accident or to minimize an accident's consequence to acceptable and recoverable levels is to follow the 10-step procedure of danger analysis:

1. **Plan ahead**. Admit it can happen to you. Be ready to deal with almost anything that can happen and keep a humble attitude as a leader. Know what you will do for each potential accident *before* it happens.



"If you think you have it all sorted out, there is always something waiting to spring out to prove you wrong."

- *Leading and Managing Groups in the Outdoors* (2005)

2. **Search for dangerous situations and conditions**. Maintain a continuous search for dangers, remaining vigilant in any situation. Imagine what might happen at any time. This is often accomplished by keeping an eye open for all suspect circumstances and by always being prepared to ask "What if?" When many dangers are present, be extra alert and cautious.



Do you realize how vigilant you have to remain during a:

- field training exercise?
- sports night?
- regular training night?
- community service event?

3. **Point out potential dangers**. Make sure you identify dangers, and bring people's attention to it. For example, if you notice wet and slippery floors, making people aware of it can reduce the likelihood of an accident because recognizing the potential for an accident is often enough to change behaviour.

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What are some potential dangers you have encountered during…

- field training exercises?
- sports events?
- marksmanship training?
- regular training?



In the previous question, have you taken into consideration (this list is not exhaustive):

- the equipment?
- the cadets' actions?
- the cadets' level of training?
- the cadets' abilities?
- the leaders' abilities?
- the location?
- the weather?

4. **When appropriate, remove elements that contribute to dangerous situations.** If drawing attention to the danger does not do it, removing the danger sometimes will. You have to keep in mind that the removal of the danger should not increase the risk of it or another danger from occurring. For example, if you remove a loose rock and it creates an avalanche of many loose rocks, or if you throw the rock carelessly and hit someone on the head, then it may not have been the best solution. You may view the actions of a cadet as dangerous and removing the cadet from the group may be the best solution, as long as this does not put the group or the cadet in greater danger.

5. **Avoid dangerous situations**. If you cannot remove the danger, then attempt to avoid it. This could take various forms such as taking a different route, adopting a new plan or even aborting the activity. Purposeful encountering of dangers is occasionally necessary and sometimes desirable. For example, water fights (horseplay) helping cool people on a hot day during a river trip are good. The danger of a hot sun helps warm people on a cold winter's day. These potential dangers can be positive, as long as you encounter them in a safe way. For the river example, the participants should have personal floatation devices (PFDs) and sunscreen should be available for people who are dealing with sun exposure.

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"If one has to jump a stream and knows how wide it is, he will not jump. If he doesn't know how wide it is, he'll jump and six times out of ten, he will make it."

- Persian Proverb

6. **Identify and classify dangerous situations**. If the danger cannot be removed or avoided, then the danger should be classified either as a peril (source of loss) or as a hazard (condition that influences probability of loss). By being able to classify, you should encounter the perils when hazards are at a minimum, thereby reducing the risk of an accident. For example, if you are travelling in an area of icefall, you should identify that the sun is a hazard that accentuates the risk of icefall and make decisions based on that information.

7. **Assess risk and reclassify danger**. If you cannot avoid the danger, then assess the risk of a potential accident. Reclassify the danger as either environmental (based on the surroundings) or human (based in the group). This allows you to recognize the potential of the two happening at the same time and the potential for accident.

8. **Estimate potential losses**. Assess the number and strength of dangers in the human and environmental categories. Then assess the likelihood of an accident. Keep in mind that some dangers do not combine. For example, lost tent poles and a sunny day in the middle of the summer do not combine. In some other cases, the dangers cannot help but combine. For example, an inexperienced skier and a rocky hillside may be an accident waiting to happen.

9. **Minimize losses**. If an accident is likely but not absolutely certain, then choose a course of action for which the outcome of an accident is more likely to be both acceptable and recoverable. If this means leaving behind climbing protection and ropes to avoid a life-threatening mountain storm, then leave the gear behind and go back to recover it at a later time or just accept that the losses associated with the equipment are only financial and of less value than human lives.

10. **Make appropriate judgment**. If loss from an accident occurs (for example, an injury), make appropriate adjustments (eg, evacuation). Recall that in Step 1 you should have identified possible courses of actions or measures. Once you employ these measures, proceed with appropriate caution, continuing to search for new dangers that may arise and combine with the already existing dangers.



***Activate Your Brain #2*:**

Describe the three categories of factors that may contribute to accidents?



***Activate Your Brain #3*:**

Explain the difference between hazards and perils.

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GENERALIZED AND SPECIALIZED CATEGORIES OF SAFETY CONTROLS

There is no way to completely avoid risk in the outdoors. The outdoor environment has many natural hazards that we must respect. Often these hazards are beyond the participant's control. However, along with natural hazards are the more controllable hazards associated with flawed judgment, physical and mental inability to perform the activity, inadequate skills of the participant and the leader, poor equipment and so on.

It is the participant who must adapt to the equipment and environment to meet their goals.

A responsible participant has four **general categories of safety controls** to consider:

CATEGORY	DEFINITION
Planning	Envisioning the tasks you intend to pursue outdoors, the hazards of those tasks, and the measures to best control those hazards.
Training	The effort you take to ready your body for the environment and the activity required to meet the tasks while you participate in that environment.
Practicing	The effort you take to gain skill to perform those tasks effectively.
Adapting	Envisioning "what if", considering contingency plans, then using the experience you have gained.



Do you know of an incident that happened where you could assume that one or more of these safety controls was overlooked?

None of these four controls is subservient to the others, but the last, adapting, primarily determines the outcome of an outdoor activity. One appealing aspect of entering the outdoors is expecting something new but not knowing specifically what it is.

Those who seek to eliminate unnecessary hazards in the outdoors have five **specialized categories of safety controls** to consider:

CATEGORY	DEFINITION
Equipment	Selecting, fitting, practice in using, and maintaining the equipment recommended for the tasks of your outdoor experience.
Teaching	The exposure to and demonstrated compliance with the advice of an expert in the tasks you select.
Facility	Selecting the outdoor environment where you can perform the intended tasks with reasonable understanding and confidence.
Medical Care	A functional awareness of resources for first aid, emergency evacuation, and medical care of injuries and illness experienced while outdoors.
Teamwork	Relying on coordinating with all others who share your intentions to gain the benefit and control the hazards of participating outdoors.

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Think about all the training you have received as a cadet. How does that training relate to these categories of safety controls? Which safety controls do you wish you had further developed?

Think about how you could get your subordinates to develop each of these skills.



Keeping expedition training in mind, determine the one **specialized category of safety controls** you believe the Cadet Program has helped you develop the most. How did the program do it?

Keeping expedition training in mind, determine the one **specialized category of safety controls** you believe you still need to develop. How do you intend to do so?

RISK MANAGEMENT SKILLS

Last but not least, as an OL, you should possess risk management skills for the particular adventure activities you provide. Examples of risk-management skills include weather interpretation, body temperature regulation, navigation, survival, first aid, and search, rescue and evacuation.



Do you recognize the skills you possess as an effective OL and how they minimize risks? What are they?



As you read the next paragraphs, **underline / highlight** each individual skill you believe you have.

Weather interpretation. An OL should be able to predict weather using current weather reports, perhaps obtained by radio; their observations of present conditions, including clouds, precipitation, wind speed, wind direction, and temperature; and their familiarity with local prevailing patterns. They should be capable of dealing with weather extremes, especially thunderstorms and lightning.

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Body temperature regulation. An OL should be able to prevent and treat hypothermia and hyperthermia, understand human thermophysiology (areas of high heat loss and metabolic effects of substances, such as food and water), and recognize the signs and symptoms of hypothermia (stumbling, incoherence, disorientation, shivering, or no shivering at all) and hyperthermia (headaches, nausea, cramps, excessive sweating, or no sweating at all). Most importantly, they must be capable of treating the different phases of hypothermia and hyperthermia by learning proper techniques of decreasing or increasing heat loss and of warming or cooling victims as necessary.

Navigation. An OL should be able to navigate in the worst possible terrain that they expect to encounter during an adventure activity. This means reading a map, measuring distances by scale ratios and from bar scales; determining grid references; converting among grid north, true north or magnetic north, directions and interpreting colours, symbols, contour lines, and other features. They should be able to use a compass, take map and magnetic bearings, convert between these by accounting for local magnetic declination, travel on that specific bearing, and determine their location. They should be able to orienteer, avoid obstacles, use back bearings, find routes, note checkpoints along the path of travel, contour between points of similar elevation without losing altitude, and choose routes based on expected terrain, vegetation, party strength or other variables.

Survival. An OL should be able to cope with the worst possible conditions if they are lost, injured, or caught out in the elements during an adventure activity—with or without their group. They need to be able to admit they are lost when they are, to keep from panicking, to comfort others, and prioritize needs (in this order): maintain a positive attitude, get shelter, water, fire and food. They should be able to build shelters that are easily constructed, insulated and ventilated; to light fires with wet wood; secure non-poisonous food and water in various settings or manage with limited food supply; and signal for help using international distress and ground-to-air signals.

Lifesaving and first aid. An OL should be able to swim and provide CPR and first aid. You may wish to obtain your certification as a lifeguard and as a wilderness first aid provider or emergency medical technician. Knowing how to use an accident response kit, including a first aid kit, is critical for every OL.

Search, rescue and evacuation. An OL should be able to locate missing people and remove them from danger. They should be capable of designating an appropriate base camp. They should be capable of interviewing people to obtain pertinent information and recording their comments; performing quick searches of high probability areas such as nearby trails, rivers, or meadows; and performing coarse or fine searches walking side by side through a square grid. They should be capable of constructing stretchers appropriate for carrying, lowering or raising; and lastly, recognizing when the search is beyond their resources and deciding to seek a professional search and rescue team.



Do you recognize the skills you need to develop to be an effective OL and to minimize risks? What are they?

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SECTION 2
BEHAVIOUR AND ATTITUDE IN RISK MANAGEMENT

When an accident happens, we tend to look at the obvious cause, such as a storm, an avalanche, or a rough river. Accidents are usually caused by more contributing factors. In outdoor risk management, "human factors" refer to the attitudes, behaviours, habits, state of mind and cognitive limitations that can lead to an incident as well as the positive attitudes and behaviours that can proactively manage risk and reduce incidents. Those factors influence every decision we make in the outdoors.

Here are the human factors we will examine in greater detail.

Negative	Positive
• complacency • overconfidence • distraction • differing perception of risk • risk homeostasis • expectations and peer pressure • schedule and goal pressures • fatigue, stress and performance	• situation awareness • watchfulness • self-awareness

NEGATIVE HUMAN FACTORS

Complacency. After leading an activity many times, the stimulation from its novelty diminishes and you may not be as motivated to be organized and pay close attention to detail. Even though you operate with a higher level of expertise, you may lose sight of the risks incurred by the situation and even be tempted to seek new stimulation. **BEWARE!** If you find yourself thinking about a novel approach, stop and question your motivation. If the motivation benefits the group and offers them a beneficial, but still safe experience, then it may be a good idea. If the idea only benefits you, then maybe you should refrain from carrying out that idea.

Overconfidence. Overconfidence can lead to poor judgment and put people at risk. It may lead people to attempt things they are not ready to do. Thrill-seeking behaviour is inappropriate when the group is at risk. Some OLs take credit for good happenings, internally attributing them to personal skills, and when things go wrong, externally attribute problems by blaming bad weather or faulty equipment. **BEWARE!** Such behaviour can prevent you from taking the first step in danger analysis; you may simply refuse to consider that an accident could happen to you!

Distraction. As an OL, you may do multiple tasks at once (eg, assessing a cadet's performance, watching the weather, making adjustments to keep the group together, wishing a cadet was faster, thinking about what your schedule will be when you get back to camp, and agonizing over indigestion from that spicy chilli omelette in that ration pack you had for breakfast). **BEWARE!** The human brain can only process so much information at one time. No one is immune to distraction. Some experienced climbers have forgotten to tie a knot even though they have done it thousands of times. Be aware when you are multi-tasking and take a moment to sort and prioritize where your attention should be.

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Think about all the things you may do at once when on regular training at your corps. List some of them. Which of those actions require particular attention?

Differing perception of risk. Each person has their own perception of risk. When a situation is familiar, it is perceived to be less risky. If a situation is new, dramatic, dreadful, or difficult, we perceive it as risky. Adventure activities often are viewed as risky by beginners. OLs have come to know many adventure activities so well they see them as acceptable. **BEWARE!** That difference in perception is important to understand. A beginning skier may struggle to control their speed on a gently-angled slope while an expert zips down three times as fast while pulling on their gloves. To be a good leader and risk manager, you must empathize with a cadet's anxieties. Their apprehension affects how they perform. If you cannot alleviate some of the anxiety by instruction or guidance, then you must modify the activity. When you overlook others' perception of risk, you may put them or the group in danger.

Risk homeostasis. This is the theory that each of us maintains a tolerance of risk to the same level. **BEWARE!** That means that if other parameters are added, we have a tendency to adapt to those devices and adjust our behaviours to maintain that level of risk. For example, seatbelts or air bags in a car have the effect that people drive faster or exhibit other risky behaviours. People adjust their target risk level to the new technology. This theory also applies to adventure training, as people adjust their actions because they have a cell phone available or because a computer reported there would be no avalanche.

Expectations and peer pressure. The expectations others have for us, the expectations we have for ourselves and the pressure resulting from it can have a negative impact on the decisions we make. **BEWARE!** When people are in groups, particularly when they are inexperienced, they tend to make riskier decisions than when they are by themselves. This can sometimes be seen in novice group members when they are reluctant to express their fears, especially when courage is socially desirable, and they go along, participating in higher risks than they would on their own. It is acceptable to say you do not know or that you cannot finish a route and have to turn around. It is essential to know when to stop and adjust priorities and schedules. That is true leadership. Even leaders have their limits.



Have you ever observed a situation where this phenomenon has happened? How do you think the people under pressure felt? What would you have done in their situation?

Schedule and goal pressures. Rushing to get back when the final destination is in sight or setting a schedule and obstinately sticking to it are dangerous habits. **BEWARE!** When you attempt to maintain a time schedule —despite falling behind—or see that the end is in sight, you may forget to point out dangers to others or may encounter dangers that you might normally put more energy into removing or avoiding. You must resist the temptation to give in to peer pressure and not allow the goals of getting home to a warm shower or a hot meal to become more important that appropriate practices. Have the flexibility to turn back from a peak ascent without reaching the top if threatening clouds move in or your group is hiking slower than expected.

Fatigue, stress and performance. Our strength, stamina, mental and emotional health, and immune responsiveness decline if we are tired, malnourished, or under stress. **BEWARE!** We are more susceptible to

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injury when we become tired or hungry. One study shows that injuries during outdoor adventure activities tend to occur late in the morning or late in the afternoon. A study of injuries on National Outdoor Leadership School (NOLS) courses showed that half of injuries occurred during the first 10 days of an expedition. The belief is that stress and exertion at the start of trips, combined with the situation's novelty, led to injuries. If you are leading a group of cadets, you may need to coach them on stress's impact on their physical and cognitive faculties, their expedition behaviour, leadership, judgment and decisions. They may need to be reminded that it is okay to ask for help. On a successful team, people can say when they are hungry or tired. It is not a character flaw to acknowledge your needs. It's a measure of wisdom and maturity to say, "I'm exhausted. Can you take over?"

POSITIVE HUMAN FACTORS

Situational awareness. By being alert to and aware of your surroundings, of unusual circumstances and of peers, you develop situation awareness. It is the ability to perceive reality accurately. It is a continuous interpretation of what is happening around you and with your team.

Here is a little exercise to develop your skills of situation awareness.



***Activate Your Brain #4*:**

Determine what actions should be taken if you observed the following clues:

Clue #1: Cadets are not working together. They have lost focus.

Clue #2: You are experiencing a bad "gut feeling".

Clue #3: Cadets start demonstrating a lack of vigilance. Cadets get distracted, develop tunnel vision and miss the hazards.

Watchfulness. Watchful OLs should think through "what-if" scenarios even when travelling over easy terrain or calm water. What if someone went overboard? What if someone got injured here? Who has the communication equipment? Simply going through this exercise allows leaders to better prepare and focus during anxious times.

Self-awareness. Leaders who are self-aware have learned from experience what their abilities and limitations are. They know themselves well enough to recognize their bad habits, as well as their strengths. Reflection is a valuable tool toward developing self-awareness. It helps us recognize what we learned from our experience. Reflection can be done through dialogue, debriefing, journals and feedback. Strong teams allow the free giving and receiving of feedback. This should be done honestly and respectfully.

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Do you recognize your strengths as an OL? What are they?



Do you recognize your weaknesses as an OL? What are they?

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SECTION 3
RISK MANAGEMENT PLAN



Do you remember the first step in danger analysis?

RISK MANAGEMENT PLAN

A risk management plan is more than safety checklists. It is systematically analyzing your operations for potential risks or risk exposures and then establishing a plan to reduce such exposures.

A risk management plan has four phases:

1. analyzing risks and determining approaches to control risks;
2. obtaining policy statements from the policy makers;
3. establishing the desirable operational practices and formatting them into a plan; and
4. implementing the plan.



Various documents exist to regulate adventure training in the Cadet Program. They offer guidance for risk assessment and procedures that have to be followed during various adventure training activities. Two commonly used ones are:

- A-CR-CCP-030/PT-001, *Water Safety Orders* and
- A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.

RISK MANAGEMENT IN THE ROYAL CANADIAN ARMY CADET PROGRAM

Risk management is an approach embedded in the culture of the Cadet Program which stresses the responsibility of all members to reduce accidents, injuries and property damage during authorized activities. The national risk management oversight body for Army Cadet Expedition training is the National Expedition Risk Management Oversight Committee (NERMOC). It was established by the Directorate of Cadets and Junior Canadian Rangers (D Cdts & JCR) as an advisory body to guide expedition training within the Army Cadet Program by:

- helping embed a risk management culture through risk education, high level controls and procedures;
- analyzing policies related to expedition training and recommending changes in regulations, policies and practices;
- consulting subject matter experts, as required, to understand current industry standards and practices;
- liaising with various government agencies to share best practices; and
- reviewing and reporting annually regarding data of incidents, accidents and near misses captured in the National Expedition Database.

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***Activate Your Brain #5*:**

Summarize how risk is managed in the CCO.

Risk management is practiced to prevent fatalities and reduce injuries within Army Cadet Expedition training. The risks are analyzed and the practices and procedures are reviewed to ensure their effectiveness.

Risk is managed through the application of four control approaches:

- **Retention.** Retention is the acceptance of the risk associated with an activity being conducted.
- **Reduction.** Reduction is the employment of risk mitigation to reduce the risks associated with a particular activity (eg, restricting cadets from abseiling when it is raining, restricting instructors from modifying gear technical specifications, or canoeing when lightning is present).
- **Transference.** Transference shifts the responsibility to another agency, usually providing specialist skills or capabilities (eg, civilian provider of specialist training).
- **Avoidance.** Avoidance is choosing to not offer or to discontinue an activity because of the risk associated with the activity.



***Activate Your Brain #6*:**

What are the four phases of a risk management plan?

Risk is managed at various levels of the Cadet Program. The following table contains a breakdown of everyone's responsibility, from the national level all the way to the cadets' level.

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WHO	RESPONSIBILITIES
The Directorate of Cadets and Junior Canadian Rangers (D Cdts & JCR) (National Authority)	• establish policy for activities and risk management for these activities; • develop national policies and standards; • review training for deficiencies and rectify problems; • communicate with the Army Cadet League of Canada; • establish and maintain a national database of statistics on incidents, accidents, and near misses; • develop an accident response investigation process; and • provide a forum to exchange Army Cadet Expedition activity information and best practices and to review risk management regulations, policies and practices within the CCO.
Regional Cadet Support Unit CO (RCSU) (Regional Authority)	• manage and administer the support required to conduct cadet activities; • enforce safety policies (eg, instructor to cadet ratios); • approve cadet corps activities; • ensure qualification and certification of instructors; • provide logistical support to the Corps Program; • qualify and re-qualify instructors; • ensure supervision of all cadets activities; • investigate accidents; • ensure reporting of incidents, accidents and near misses; • develop location specific standard operating procedures (SOPs); • communicate with the provincial branch of the Army Cadet League of Canada; and • ensure Regional Cadet Instructor Schools (RCISs are where CIC Officers receive their qualifications) deliver related courses.
Cadet Corps CO	• ensure that risk management is practiced when conducting cadet activities.
Officers	• disclose the risks associated with activities to cadets, parents, volunteers, and staff; • adhere to all safety regulations, policies and practices; • operate within the scope of their training, qualifications and certifications; • maintain certifications and logs; • report activities; • report and document incidents, accidents and near misses; • know personal limitations of self and group; and • perform duties to the best of their ability.

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WHO	RESPONSIBILITIES
Cadets	• disclose injuries, and medical problems regarding their ability to participate in an activity; and • abide by all safety regulations, policies and practices.

Due diligence. An important concept in risk management. It is defined as the exercise of reasonable care in the performance of duties. To demonstrate due diligence, an individual must demonstrate they did all that any reasonable person would have done in the same circumstances to avoid a foreseeable risk of harm to life and limb. In exercising due diligence, individuals:

- behave in a reasonable manner;
- prepare for risks that a thoughtful and reasonable person would foresee; and
- respond to risks and incidents immediately.



Activate Your Brain #7:

What are the four control approaches used to manage risk in the CCO?

Risk management is an ongoing analysis that has elements embedded in all aspects of an activity:

1. **Planning.** Potential hazards shall be identified and acknowledged before proposing an activity. The planning phase should include the following considerations:



"A goal without a plan is just a wish."

- Antoine de Saint-Exupery

- **What?** What are the needed skills for the activity? Is a pre-training activity required to ensure that participants have the proper skills? What is the length of the activity? Does the activity require a certain level of fitness?
- **Why?** Is the activity consistent with the aims of the cadet movement? If the activity cannot be linked to one of the aims of the Army Cadet Program, the activity should not be conducted.
- **Where & When?** On what type of terrain will the activity take place? What is the season? At what time of day will the activity begin and end?
- **How?** Are staff trained for this activity? Is the appropriate equipment available and in good condition? Will a staff member accompany the cadets at all times?
- **Who?** What type of cadets will attend the activity (age, phase level)? Will their age, gender, diversity, emotional readiness, etc. impact the activity? Are there regulations preventing anyone from doing the activity?

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2. **Assessing Risk.** The activity plan shall be assessed to determine the level of risk associated with the activity and the steps proposed to mitigate that risk. The risk assessment should be based on considerations, such as:

- What is the activity?
- Who will be conducting the activity?
- What are the hazards?
- Who might be affected by them?
- What regulations, policies, and procedures are in place to lessen risks?
- What safety / control measures need to be in place to reduce the risks to an acceptable level?
- Can the safety / control measures be implemented?
- What steps will be taken in an emergency?

Risk assessment is a decision-making process used to identify risks and ways to reduce them. Officers have to decide what the potential risks are, how to diminish them, and what level of risk is acceptable to them when conducting activities.

A risk assessment is prepared several weeks before an activity, but since last minute information or unplanned situations may occur, the officer in charge (OIC) needs to adapt the risk assessment as required, which could include situations, such as (but not limited to):

- a change in the weather forecast;
- equipment or required training site is no longer available; or
- an instructor who is unavailable to conduct the activity.

Officers must be prepared to consider cancelling an activity when the situation has changed, both before conducting the activity and during the conduct of the activity. Parents and other staff members may well question the decision, but ultimately the safety of cadets must not be put in jeopardy because of external pressures.

3. **Modifying the Plan.** Where the plan involves a risk beyond what the organization is willing to undertake, the plan shall be modified and re-assessed.



"Just because something doesn't do what you planned it to do doesn't mean it's useless."

- Thomas A. Edison

4. **Conducting the Activity.** During the activity unanticipated hazards shall be recognized and the plan modified to ensure a suitable balance of risk and mitigation of risk is maintained.

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***Activate Your Brain #8*:**

Explain the four phases during which risk management is ongoing.



Congratulations, you have completed your self study package on EO C525.01 (Examine Elements of Safety and Risk Management). Complete the following exercise and hand the completed self study package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

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FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. Explain why risk is essential.

2. Generally speaking, and in your own words, describe the procedure of danger analysis.

3. There are many factors that could lead to bad decisions. Explain **five** of them.

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4. Determine who is responsible for each of the following statement. Check the appropriate box or boxes (there can be more than one per row).

	Cadets	Corps Officers	Corps CO	Regional Authority	National Authority
Practice due diligence.					
Report incidents.					
Keep parents informed of risks.					
Deliver courses to qualify CIC officers.					
Ensure risk management is practiced.					
Offer support to cadet units.					
Investigate accidents.					
Adhere to safety policies, regulations and practices.					
Report activities.					
Establish national policies for cadet activities.					

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ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Crevasses (cracks in the moving ice) and seracs (towers of ice moving along with a glacier) are obvious perils to the mountaineer. You may avoid them by skirting the section of the glacier where they are the most prevalent. But when the route goes through such an area, what are other factors you could take into considerations to make your route safer? (Hint: Think about possible hazards.)

You should deal with them by also considering the hazards associated with the perils. Temperature, which of course varies with the time of day, sunlight, and other climatic conditions, is a hazard that increases the likelihood that the ice will move as it warms up. Experienced mountaineers attempt to avoid the risk of injury from the peril of moving ice by choosing the correct time to encounter that peril–when hazards are minimal.



Activate Your Brain #2:

Describe the three categories of factors that may contribute to accidents?

The three categories of factors are:

Environment: Anything to do with the environmental factors, eg, weather, terrain, fires.

People: Anything to do with either the leaders or the participants, eg, their decisions, their actions, their mistakes, their assumptions.

Equipment: Anything to do with the equipment, eg, whether it is inappropriate, inappropriately fitted, not worn.



Activate Your Brain #3:

Explain the difference between hazards and perils.

Perils are the sources of injury or the causes of loss, such as a lightning bolt. Hazards are conditions that accentuate the chance of an injury or loss, such as a storm.

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Activate Your Brain #4:

Determine what the actions should be if you observed the following clues.

Clue #1: Cadets are not working together. They have lost focus.

Clue #2: You are experiencing a bad "gut feeling".

Clue #3: Cadets start demonstrating a lack of vigilance. Cadets get distracted, develop tunnel vision and miss the hazards.

#1: Review your mission and goals.

#2: Intuition is a profound sense. Trust your feelings. Investigate what is going on.

#3: Stay watchful and alert. Stop the group. Check on food and water needs. Focus on being aware.



Activate Your Brain #5:

Summarize how risk is managed in the CCO.

Risk management in the CCO is attained by maintaining high level controls and procedures, by continuously analyzing policies, regulations and practices. That can be done by consulting with experts and by keeping current with what is being done in various government agencies. Incidents, accidents and near misses are also reviewed.



Activate Your Brain #6:

What are the four phases of a risk management plan?

The four phases of a risk management plan are:

- analyzing risks and determining approaches to control;
- obtaining policy statements from the policy makers;
- establishing the desirable operational practices and formatting them into a plan; and
- implementing the plan.



Activate Your Brain #7:

What are the four control approaches used to manage risk in the CCO?

The four control approaches used to manage risk in the CCO are: retention, reduction, transference, and avoidance.

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Activate Your Brain #8:

Explain the four phases during which risk management is ongoing.

Planning. During this stage, which happens before proposing the activity, potential hazards shall be identified and acknowledged. Considerations should include: What? Why? Where and when? How? Who?

Assessing risk. When the activity plan is defined, it shall be assessed to determine the level of risk associated with the activity. Considerations should include: What? Who? What are the hazards? What regulations exist? What regulations are needed? What steps will be taken in case of an emergency?

Modifying the plan. If the risks are beyond what the organization is willing to risk, the plan shall be modified and re-assessed.

Conducting the activity. During an activity, hazards will be recognized and modifications will be made as necessary.

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FINAL EXERCISE ANSWER KEY

1. Explain why risk is essential.

Risk is present in all aspects of life. Risk is one of the critical components that make adventure training popular and successful.

2. Generally speaking, and in your own words, describe the procedure of danger analysis.

People should always plan ahead and try to determine what could happen before it happens. Then, they should always keep searching for dangers by continuously asking themselves "What if?". When a danger is identified, it should be pointed out to others. When possible, the source should be removed, or at least avoided. If it cannot be removed or avoided, then it should be analyzed. You should wonder what the odds are that the danger will cause an accident, what the losses could be and try to make the decision that will minimize those losses.

3. There are many factors that could lead bad decisions. Explain **five** of them.

The answers should include five of the following:

- **Complacency.** Leading activity many times, may be tempted to seek new stimulation.
- **Overconfidence.** Can lead to poor judgment and put people at risk. It may lead people to attempt things they are not ready to do.
- **Distraction.** Doing multiple things at once.
- **Differing perception of risk.** After doing something many times, it doesn't look as risky anymore.
- **Risk homeostasis.** Our risk level adapts to the situation.
- **Expectation and peer pressure.** Can have negative impact on decisions made. In groups, people tend to make riskier decisions than when they are by themselves.
- **Schedule and goal pressure.** When people try to maintain a schedule or see the end in sight, they might react differently to danger.
- **Fatigue, stress and performance.** May impair judgment and decisions.

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4. Determine who is responsible for each of the following statement. Check the appropriate box or boxes (there can be more than one per row).

	Cadets	Corps Officers	Corps CO	Regional Authority	National Authority
Practice due diligence.	√	√	√	√	√
Report incidents.	√	√	√	√*	
Keep parents informed of risks.		√	√		
Deliver courses to qualify CIC officers.				√	
Ensure risk management is practiced.	√*	√*	√	√*	
Offer support to cadet units.				√	
Investigate accidents.				√	
Adhere to safety policies, regulations and practices.	√	√	√		
Report activities.		√	√		
Establish national policies for cadet activities.					√

Note: Remember that the CO is also a corps officer.

* These checkmarks are open to discussion.

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