

## ACTIVITY 6.1

# BASIC FIELD SAFETY

As cadets begin their first “field” activity, it is important for them to learn that in CAP we emphasize safety. This short briefing is designed for leaders to communicate their expectations to cadets regarding safety. Cadets will work through a 4-step safety process that is an abbreviated version of operational risk management (ORM), developed by the Navy. Instructors should customize the briefing to meet the needs of local conditions.

### Suggested Instructor

A cadet officer or NCO, working under senior supervision, should lead this briefing

### Duration

10 min

### Objectives

1. Defend the idea that everyone in CAP is responsible for looking out for one another’s safety
2. Discuss the four basic steps in the safety process

## LESSON OUTLINE

### Introduction

In CAP, we think of ourselves as a team of professionals. Therefore, we take safety seriously. In our lifesaving emergency services missions, it is vital that we stay alert, watch our surroundings, and think before we act. For the next 5 or 10 minutes, we’ll consider the four steps of the safety process:

1. Identify what can go wrong
2. See if we can do anything to avoid those hazards
3. Act to make the situation safer
4. Speak up if you’re unable to take the right action

### Discussion Questions

1. Today we will conduct a compass course. Our first step in the safety process is to identify the risks. What can go wrong during this activity? What sort of accidents or safety hazards should we be on watch for?

*Anticipated Responses* (will vary depending on the local environment)

- Slips, trips, and falls
- Getting lost
- Horsing around
- Becoming separated from the group
- Getting stuck in bad weather
- Heat exhaustion, dehydration, or frostbite (depending on local conditions)

**2. Our second step in the safety process is to use your brain and think about the hazards we just identified. What can we do to keep those hazards from hurting someone?**

*Anticipated Responses* (will vary depending on the local environment)

- Slips, trips, and falls: Ensure everyone is wearing decent footwear; warn cadets to be mindful of uneven ground, loose rocks, low-hanging tree branches, etc.
- Getting lost: Take note of major landmarks like mountains, towers, lakes, roads, that can be used as a reference point; ensure everyone knows where we're going; bring a map and compass; stick together; use the buddy system
- Horsing around: Recognize we want to have a successful training and also have fun, but horsing around is something that can lead to an accident – don't do it
- Becoming separated from the group: Stick together and stay with your buddy; stop at every waypoint, trail junction, etc., to ensure everyone is still together
- Getting stuck in bad weather: Check the forecast and ensure everyone has the right gear before setting out. If the weather gets bad, turn back before it's too late.
- Heat exhaustion, dehydration, or frostbite (depending on local conditions): Check the forecast; dress appropriately; bring plenty of water and drink regularly

**3. Our third step in the safety process is to correct the situation so we can be safe during the activity. Is there anything we need to do before setting out, based on the hazards we just discussed?**

*Anticipated Responses*

- Verify everyone has a compass and knows the compass course
- Verify everyone has good footwear and proper clothing
- Group cadets into pairs so everyone can use the buddy system...etc.

**4. Our final step in the safety process is to tell a leader if you're unable to take the right action. In other words, if you're missing equipment, if you see something that might be unsafe, or if you are unsure about something, speak up.**

### **Conclusion**

No activity is perfectly safe. But by spending a few minutes to consider the hazards and figuring out what we need to do to stay safe, we've just greatly reduced the risk that anyone will get hurt today.

### **ACTIVITY 6.2**